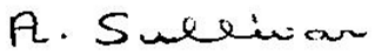
Annex A: Local SEND Reform Plan

Name of Local Authority: Nottinghamshire County Council

Name of Integrated Care Board: Nottingham and Nottinghamshire Integrated Care Board

Local SEND Reform Plan SRO: Dr. Órlaith Green, Director of Education, Learning and Inclusion, Nottinghamshire County Council

Signatories

Role	Name	Signature	Email contact	Date
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Chief Executive Officer of Nottingham and Nottinghamshire Integrated Care Board	Amanda Sullivan		Amanda.sullivan7@nhs.net	18/06/2026
Executive Director for Children and Families, Nottinghamshire County Council	Anne Coyle		Anne.Coyle@nottscc.gov.uk	18/06/2026
Executive Director of Quality (Nursing), Nottingham and Nottinghamshire Integrated Care Board	Rosa Waddingham		rosa.waddingham@nhs.net	11/06/2026
Local Authority Chief Financial Officer (CFO/Section 151 Officer)	Nigel Stevenson		Nigel.stevenson@nottscc.gov.uk	18/06/2026
Lead, Nottinghamshire Parent Carer Forum	Georgina Palmer		lead@nottspcf.org	12/06/2026

Nottinghamshire Supporting Documents

Appendix	Supporting Document	Purpose / What it Demonstrates
Appendix 1	Nottinghamshire's Local Area Partnership Maturity Assessment	Demonstrates Nottinghamshire's current level of system maturity across key reform domains, providing an evidence-based assessment of strengths, areas for development and the rationale for the priorities set out within the reform programme.
Appendix 2	Nottinghamshire's SEND Reform Plan Data Template	Demonstrates the evidence base underpinning the reform programme, including key performance, demand, sufficiency, workforce and financial data used to inform priorities, commissioning decisions and performance monitoring.
Appendix 3	Partnerships for Inclusion of Neurodiversity in Schools (PINS) Year 1 Local Evaluation Report	Demonstrates the impact of the PINS programme within Nottinghamshire, providing evidence of improved inclusive practice, workforce confidence and early support approaches that inform the design of the Experts at Hand model.
Appendix 4	Mental Health Support Teams (MHST) Evaluation Report	Demonstrates the impact of MHST in Schools, providing evidence of effective early intervention, whole-school approaches and multi-agency working that informs Nottinghamshire's approach to delivering support earlier in mainstream settings.
Appendix 5	Review of the Springboard Process for Nottinghamshire Families of Schools	Demonstrates learning from the review of the Springboard process, highlighting strengths and areas for development in non-statutory SEND support, decision-making and access to specialist advice, informing the redesign of processes within the reform programme.
Appendix 6	Types of Educational Provision for Children with SEND in Nottinghamshire	Demonstrates the current continuum of provision available across Nottinghamshire, including mainstream, targeted and specialist support, and how children and young people access different types of provision. It provides clarity on pathways, supports understanding of local sufficiency and informs future planning and investment.
Appendix 7	Terms of Reference – SEND Executive Leadership Group	Sets out the role, membership, responsibilities and decision-making authority of the SEND Executive Leadership Group, demonstrating how strategic leadership, accountability and oversight of SEND reform are delivered across the partnership.
Appendix 8	Terms of Reference – SEND and Inclusion Partnership Assurance & Improvement Group (PAIG)	Sets out the role, membership and functions of PAIG, demonstrating how delivery is monitored, performance is reviewed, risks are escalated and continuous improvement is driven across the SEND local area partnership.

Nottinghamshire Infographics

Infographic 1:	Golden Thread from Strategic Goals to Success Measures
Infographic 2:	What Children, Young People and Families Told Us about Strengthening Inclusion Across Education Settings
Infographic 3:	What Children, Young People and Families Told Us about Experts at Hand
Infographic 4:	Experts at Hand: Nottinghamshire Approach
Infographic 5:	Experts at Hand: Multi-Agency Alternative Provision Team
Infographic 6:	What Children, Young People and Families Told Us about Access to Specialist Support and Local Placements
Infographic 7:	What Children, Young People and Families Told Us about System Leadership, Local Partnership Collaboration and Co-Production
Infographic 8:	What Children, Young People and Families Told Us About Encouraging Inclusive Cultures and Behaviours
Infographic 9:	How will we deliver this change?
Infographic 10:	Experts at Hand - Year 1 Costs
Infographic 11:	Nottinghamshire SEND Governance Structure and Escalation Processes
Infographic 12:	Shared Governance Across System Partnerships

Executive Summary

Nottinghamshire's Local Area SEND Partnership will provide **the right support, in the right place, at the right time so that our children and young people in Nottinghamshire can attend, belong, achieve and thrive.** Our local SEND Reform Plan aligns closely with local Families First Partnership and Best Start in Life plans, to ensure our children and families receive integrated, local support to meet their needs. Our plan has been co-produced with our local area partnership, and we will provide examples of the views of our children and young people throughout this plan. We have created infographics to illustrate our delivery strategy, to support clear communication of our plans across our local partnership, shared throughout this plan and in appendices.

We will continue our SEND improvement activity and deliver reform with a clear focus on earlier help, stronger inclusion and better outcomes for children. **We will build a Community of Experts at Hand around our children and young people with SEND** to develop the knowledge, expertise and confidence within our system, to meet our children's needs.

To implement the building blocks of national SEND reform, **our local plan is based on five strategic goals:**

1. Understand Need and Target Resources
2. Strengthen Inclusive Mainstream Practice
3. Provide Earlier Support Locally
4. Build a Skilled and Sustainable Workforce
5. Strengthen Trust and Accountability

We will **build on the progress we have made** since the January 2023 Ofsted/CQC Local Area SEND inspection. Our Monitoring Visit in July 2025 recognised that we had taken 'Effective Action' to address the priority areas, including improving statutory timescales and waiting times, and we are committed to sustaining this progress. The partnership now has stronger governance, clearer accountability, improved statutory SEND arrangements, a more mature relationship with the Parent Carer Forum, and a stronger evidence base through developing data, dashboards and quality assurance.

However, children, young people and families **do not yet experience the consistency, timeliness or confidence that we want to secure**. Too many children with SEND experience low education attendance, suspension or exclusion, long waits for specialist support or provision, or provision only being available too far from home. Families continue to report delays, communication issues and variable confidence in mainstream provision. Demand for EHC needs assessment, specialist placements and high-cost provision is also increasing, creating significant pressure on the High Needs Block and wider system sustainability. The partnership's response is not to restrict access to statutory or specialist support, but to improve the quality, consistency and timeliness of support before needs escalate.

Over the next three years, we expect to see a more inclusive, consistent and sustainable SEND system. We will measure the success of our plan using **5 key success measures:**

1. Our children with SEND are attending education and being included more.
2. More children are accessing specialist support services within mainstream education settings

3. More children attending specialist provision within or attached to their local mainstream school
4. Our parents and carers have more trust and more positive experiences of our local SEND system
5. School leaders are more confident that our local SEND system can meet our children's needs earlier

The partnership recognises that some outcomes, particularly reductions in statutory demand, specialist placements and high needs expenditure, will take longer to impact. In Year 1 we will focus on mobilisation, quality, communications and infrastructure; in Year 2 we will develop and scale delivery more consistently across localities; and in Year 3 reforms will be embedded as business as usual with stronger evidence of improved inclusion, access and sufficiency of support and provision, and family experience.

We have strong foundations for reform, including our Families of Schools practice model, specialist support teams and local partnerships across education, health and care. In Year 1 we will focus on mobilising additional capacity and reforming our foundations to support new ways of working. This will involve implementing Experts at Hand through local Multi-Agency Inclusion teams to strengthen support and confidence in mainstream settings, launching ordinarily available and targeted provision guidance, strengthening decision-making and quality assurance, and completing our co-produced SEND Local Area Partnership Belonging and Inclusion Strategy 2027-2031.

Our plan is ambitious, but it is grounded in the partnership's existing strengths: committed schools and settings, strong local partnerships and support from elected members, a mature Parent Carer Forum relationship, growing data and quality assurance capability, and a shared commitment across education, health, care and wider partners to improve outcomes for children and young people with SEND. Delivery will be overseen through our Inclusion and SEND Transformation Programme and accountable partnership groups, supported by shared partnership data and a developing child-level data model. This will maintain a clear focus on impact, financial sustainability and value for money, including reduced pressure on specialist demand and better targeting of support, ensuring our services are valuable for all and vital for some.

Section 1 – Vision and Goals

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

We will provide the right support, in the right place, at the right time so that our children and young people in Nottinghamshire can attend, belong, achieve and thrive. Working with our children, young people, families and partners, we will reform our local SEND system through earlier intervention, stronger inclusion and effective partnership working.

Over the next three years, we will deliver **five strategic goals:**

1. Understand Need and Target Resources
- Use shared data and insight to identify need.
- Improve consistency and transparency in decision-making.
- Direct resources to where they achieve the greatest impact and value for money.

2. Strengthen Inclusive Mainstream Practice
- Establish a clear and consistent graduated response.
- Increase confidence in meeting needs in local mainstream settings.
- Reduce unnecessary escalation to specialist provision.

3. Provide Earlier Support Locally
- Improve access to support through locality-based services.
- Create easier access to specialist support, intervention and provision in local areas
- Strengthen partnership working around children and families.

4. Build a Skilled and Sustainable Workforce
- Develop workforce capability across education, health and care.
- Embed evidence-informed practice.
- Increase and strengthen capacity within specialist support services.

5. Strengthen Trust and Accountability
- Embed co-production in decision-making.
- Improve family experience and communication.
- Strengthen governance, assurance and system leadership.

These goals are designed to achieve **three partnership-wide outcomes:**

1. *More children and young people with SEND attend, belong, achieve and thrive in their local communities.*
2. *Children and young people receive the right support earlier, with easier access to support and intervention.*
3. *More needs are met locally through inclusive mainstream provision, reducing reliance on specialist, alternative provision and out-of-area placements.*

We will measure the outcomes using **5 key success measures:**

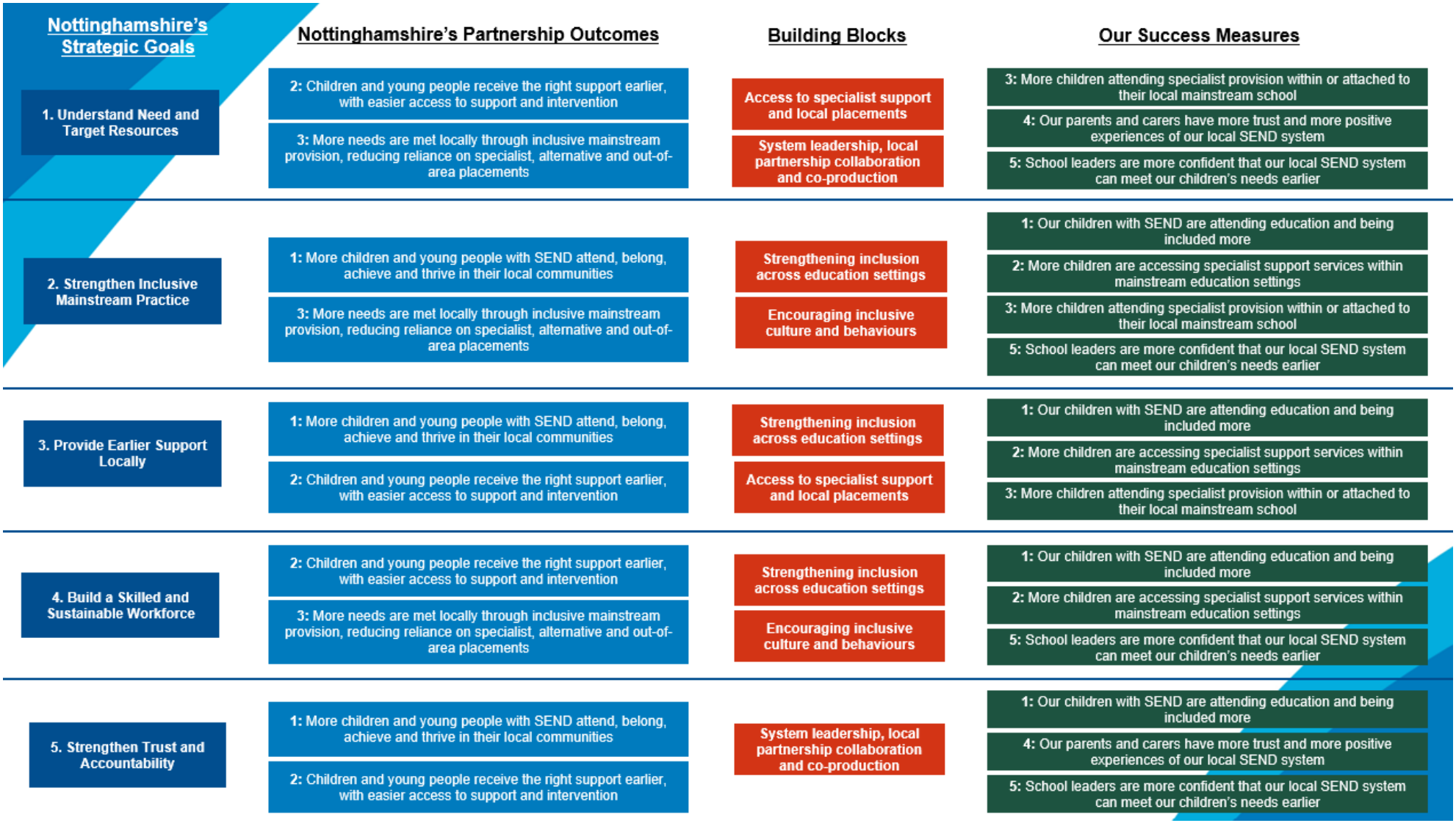
1. Our children with SEND are attending education and being included more.
2. More children are accessing specialist support services within mainstream education settings
3. More children attending specialist provision within or attached to their local mainstream school
4. Our parents and carers have more trust and more positive experiences of our local SEND system
5. School leaders are more confident that our local SEND system can meet our children's needs earlier

For clarity, the infographic below illustrates the golden thread from our strategic goals to success measures, linking to the national Building Blocks of SEND reform.

Supporting documentation: Nottinghamshire's Local Area SEND Strategy 2024-27

Infographic 1: Golden Thread from Strategic Goals to Success Measures

The following infographic shows how our five strategic goals connect to our three partnership outcomes, how these are delivered through the building blocks, and how progress will be measured through our five success measures.



Section 2 – Strategy

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

Our strategy is grounded in a clear three-year future state, stronger operational delivery and measurable impact. In this section, we will present our strategy for each Building Block of Reform

1. Strengthening Inclusion Across Education Settings
    1a) Experts at Hand
2. Access to specialist support and local placements
3. System leadership, local partnership collaboration and co-production
4. Encouraging inclusive culture and behaviours

Across each Building Block we have assessed our current position against the SEND Reform core minimum requirements, identified the gap between current practice and our intended future state, and designed delivery activity to bridge that gap over the next three years. For each Building Block we will present:

1. What our children, young people and families have told us during co-production
2. Our narrative local blueprint for the next 3 years
3. Any further illustration using infographics

We will then present summary tables for our Key Enablers and Success Measures.

Infographic 2: What Children, Young People and Families Told Us about Strengthening Inclusion Across Education Settings

SEND Reform Survey (April-May 2026):

Parents and carers told us that support is inconsistent, mainstream schools do not always feel able to meet need, and families often have to fight to be heard.

"Well supported in school but still struggling despite years of interventions… class sizes are too big and the curriculum is not suitable."
"It depends entirely on the school – some are brilliant, others just don't have the support or understanding."
"Mainstream just isn't equipped to meet my child's needs but we're expected to make it work anyway."
"My child is well supported in school"

Children and young people told us that they do not always feel listened to or understood, and that support in education is not always there when they need it.

"Teachers don't always understand what's going on for me."
"Help is sometimes there, but not when I actually need it."
"Some teachers help me, but others don't really know what to do."
"Teachers don't believe me when I say I'm dyslexic & struggling."
"I have to always ask for support, it's never just offered to me."
"What's working well for me is being at a school that understands my needs and who I am"
"I like it when they (teachers) let me move around more and come and check on me more often."
"I like having more flexibility in my learning"
"I like being able to use my laptops in my lessons"

Local blueprint for the next 3 years	
Where we are	**Where we will be in the next 3 years**
We have strong foundations in place to support inclusion across education settings. Our mainstream schools work together in Families of Schools and School Behaviour and Attendance Partnerships to share resources and staff training, to get support from multi-agency professionals including EPs and specialist teachers and to allocate devolved high needs funding to children as early as possible. These structures are supported by a network of Family SENCOs, Partnership Leads and District SENCOs providing layers of support to school leaders and SENCOs. These education professionals work in District Inclusive Practice Teams to monitor, celebrate and promote inclusive practice in each local area. These new teams are also linking with social care and youth service colleagues to build a multi-agency approach at a district Level. **We are committed to working in partnership with our children and their families.** The Parent Carer Forum is a core partner in our local governance structures and now plays an important role in shaping local decisions and shaping practice. For example, our PCF led the roll out of the PINs programme in our local schools. **However, our system is still too uneven.** Our education settings vary too much in their confidence, the support they offer and what families can expect. There are inconsistencies across settings for the support that is normally available to all children as well as the additional targeted support that should be put in place when needed. This means children do not always get the right help early enough at SEN Support level. As a result, pressure is building across the SEND system, with more requests for EHC assessments, long waits for specialist placements, and continued use of alternative provision and EOTAS. Pressure on school budgets and availability of specialist support services such as educational psychologists and speech and language therapists also create challenges for schools in making the right provision to meet their children's needs.	Over the next three years, **we will build an education system that is more confident, consistent and inclusive.** Children and young people will receive support earlier and more locally because schools and settings will have a clearer shared understanding of ordinarily available provision, stronger access to specialist advice and more consistent decision-making across the system. The Experts at Hand model will be a key part of this future state. It will add capacity to our existing locality arrangements by providing clear access routes to multi-agency support, including educational psychology, specialist teaching, speech and language therapy, occupational therapy and multidisciplinary assistant roles. Support will include whole-setting development, staff consultation, targeted interventions, AP outreach, special school outreach, early language support and system leadership across priority areas of need, including speech and language, autism, and social, emotional and mental health needs. This will strengthen mainstream practice and reduce the need for escalation into statutory assessment or specialist provision where needs can be met earlier and more effectively. Variation in practice across schools and localities will reduce through shared provision guidance, clearer levels of need, moderation, workforce development and quality assurance. Decision-making will be fairer, more transparent and more consistent, helping children and families to experience a system that feels easier to understand and navigate. Schools and settings will also have clearer routes to advice and guidance, including stronger system-level contributions from specialist practitioners such as advanced speech and language therapy roles. Our Multi-Agency Alternative Education Team will provide specialist support through EPs, EP Assistants, SENCOs, Speech and Language Therapists and closer links with Children's Social Care, Youth Justice, Youth Workers and Family Hubs for our EOTAS children and young people. Where appropriate this will support more children and young people who are educated other than at school to be back in educational settings in their local communities. As a result, we expect to see more children and young people with SEND attending and belonging in mainstream settings, fewer children requiring specialist placements or EOTAS, reduced pressure on alternative provision, and better use of local resources. This will support improved outcomes for children and young people, stronger family confidence and better value for money across the SEND system. This will be supported by **strong partnership working across education, health and care, as**

Local blueprint for the next 3 years	
We want our children with SEND to attend education more, to experience less suspension and exclusion from schools and to make progress in their learning. We are worried about our children and young people who are out of school or attending less than 50% of the time. **Several key enablers are in place but are not yet fully joined up or used consistently enough.** We have recently launched our newly formed governance arrangements following the improvements identified during our monitoring inspection. These new strengthened arrangements will support our journey of continuous improvement and implementation of our reforms. **Our shared data is developing, and our workforce is committed to our children.** However, these need to be strengthened so that decisions are more consistent, transparent and fair. The next steps are to launch our new Ordinarily Available Provision guidance, strengthen SEND assessment and placement decision-making, build workforce confidence and capacity, and use the new SEND and Inclusion strategies to embed change across the whole system, for all children.	**well as meaningful co-production with parents, carers, children and young people**. We will use shared data, quality assurance and governance processes to check progress, understand where there is variation, and keep improving the system. Delivery will be tracked against agreed milestones and outcomes through programme governance, with regular performance reporting to ensure accountability and delivery at pace. Children and families will tell us that **they feel included in their local communities and receive the right support at the right time**. Mainstream settings will feel more confident in meeting a wide range of needs, with joined-up support in place to help children early and locally without the need for a statutory assessment. We expect to see less demand for Education, Health and Care Plans, fewer specialist placements, and less reliance on alternative provision and EOTAS. **More children will be able to attend a school closer to home, feel that they belong, and achieve positive outcomes, with improved attendance and reduced exclusions across the system.** This work will contribute to improved value for money and support the long-term financial sustainability of the High Needs Block. In the first 12 months we will complete our co-produced Belonging and Inclusion Strategy 2027-2031 including our updated plans for SEND and Alternative Provision, SEND Place Planning and Communications and Engagement to provide a clear strategic framework for the next phase of reform and embed these changes across the local area partnership. These changes will be underpinned by phased implementation, accountable governance, joint commissioning, workforce scaling and quality assurance so that progress is monitored against clear milestones, risks are escalated early and delivery remains focused on outcomes, financial sustainability and value for money.

Building Block 1a) Experts at Hand

Infographic 3: What Children, Young People and Families Told Us about Experts at Hand

SEND Reform Survey (April-May 2026):

Parents and carers told us that children need help earlier, schools need more specialist support, and families want support to make a difference in practice, not just on paper.

"My child is cognitively and academically below age expectations and struggles… despite years of interventions."

"Class sizes are too big and curriculum not suitable… better provision needed for children who cannot cope well in mainstream."

"My son's EHCP states specialist provision and 2:1… but mainstream nursery dismissed him."

"I'm happy with the support my son gets at school and the support we get at home"

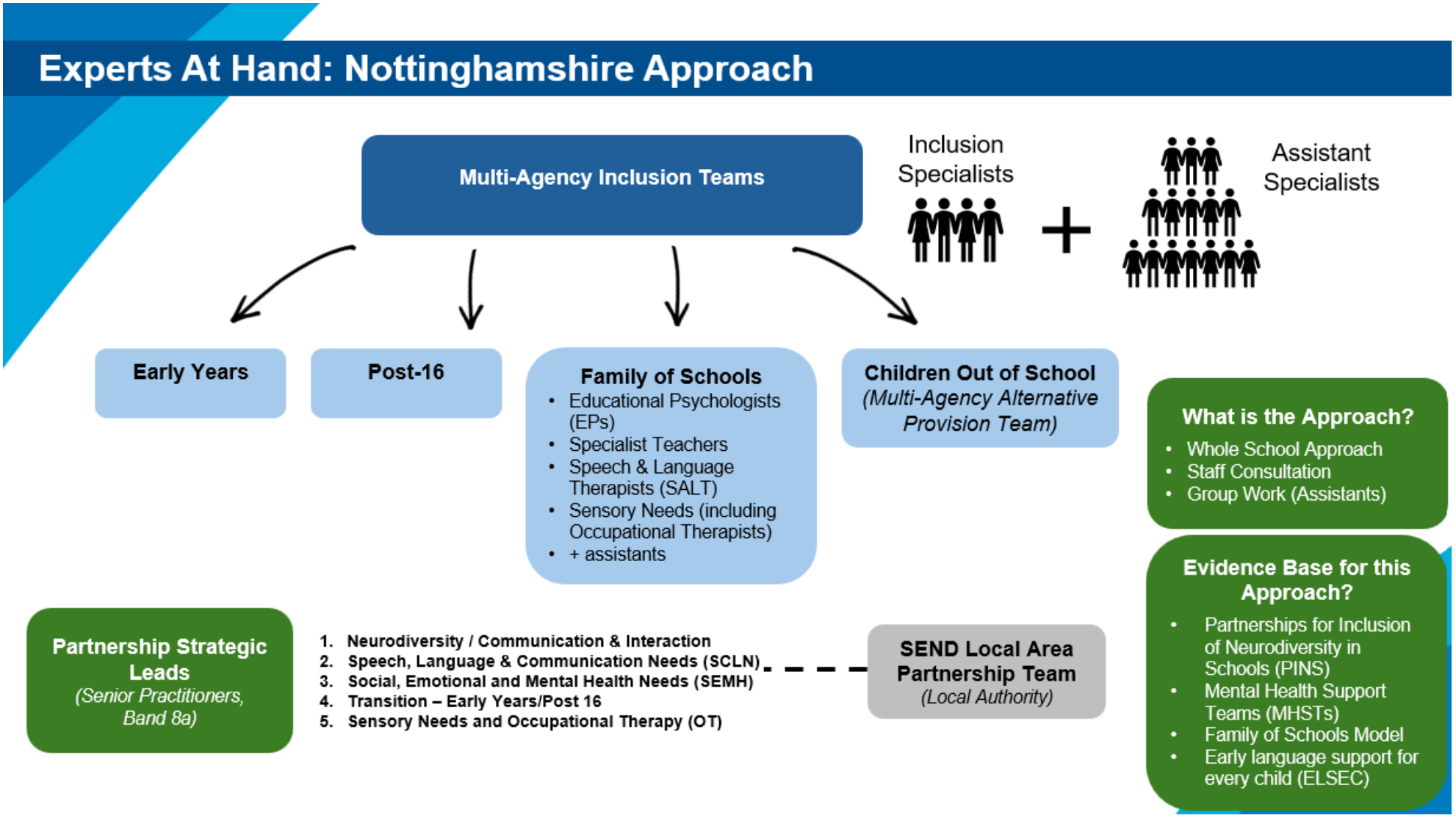
Children and young people told us that they want adults who listen, understand their needs and help them before things get worse.

"When I get home, I hit and feel stressed… my feelings I've been holding all day just explode."
"Going into school… it's hard to determine how much help I actually need."
"The teachers in school don't help me when I get upset or react. I get into trouble."
"I need extra time to complete my work in exam settings."
"My tutors and the other educators in my EOTAS understand me and help me to do well."
"I like my teaching assistant because she helps me when I find writing and maths hard.
""I feel calm when I know the adults and they know me."

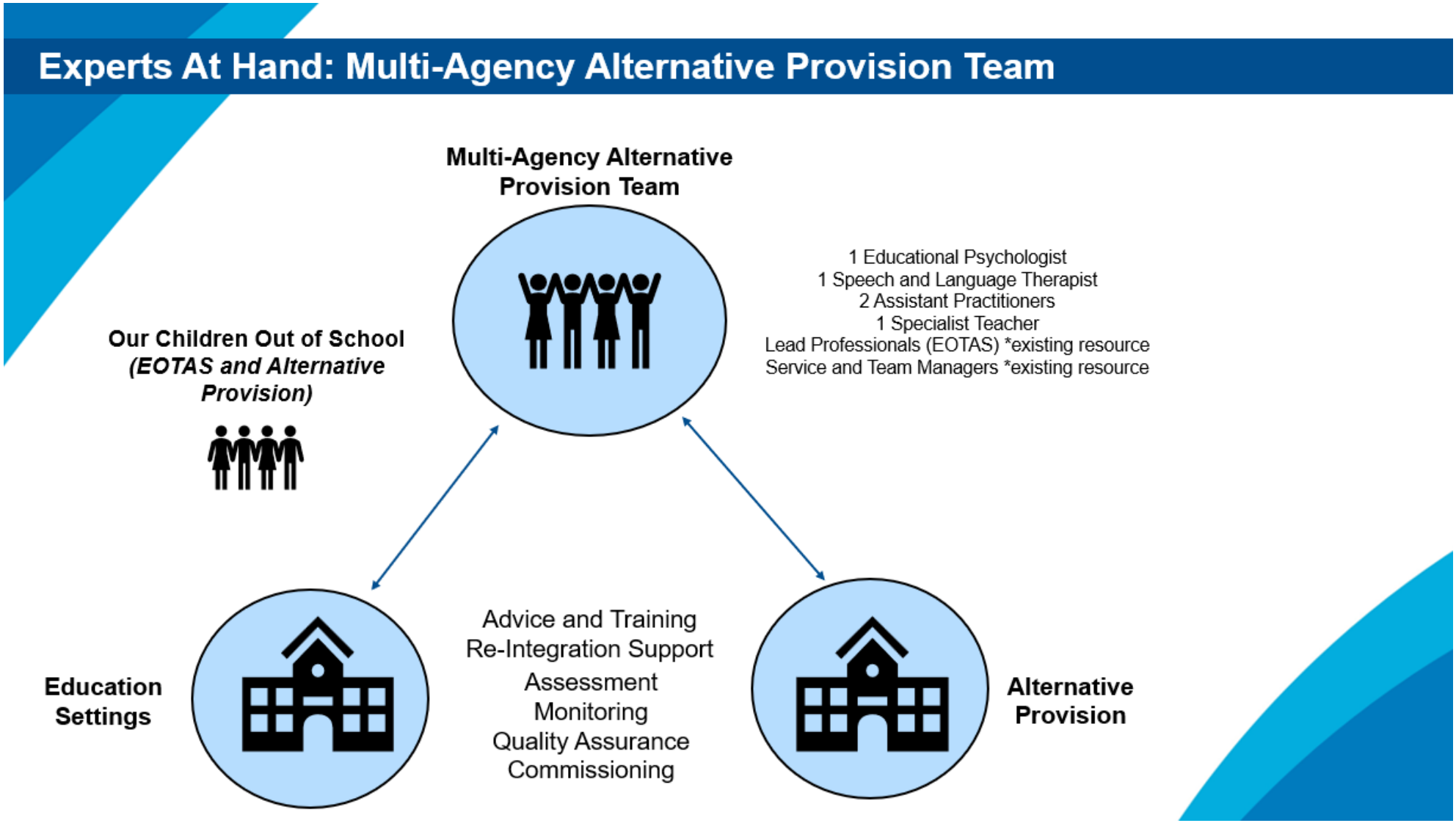
Local blueprint for the next 3 years	
Where we are	**Where we will be in the next 3 years**
We are planning to deliver the Experts at Hand approach together with our Nottingham City SEND Partnership, to avoid duplication, reduce competition for scarce specialist staff, create a more joined-up offer to schools and align with wider NHS commissioning arrangements and system reforms including Local Government Re-organisation. We have held initial meetings with our colleagues in Nottingham City and will develop the model jointly acknowledging that our health partners commission and deliver services across both local authorities, the impending impact of local government re-organisation and that our families access schools and provision across borders. **Our proposed plan:** Our Experts at Hand model will enhance our existing Family of Schools structure, providing additional capacity across the system to enable earlier access to specialist support at SEN Support level. We will create Multi-Agency Inclusion Teams where every Family of Schools has a link Educational Psychologist (EP), Specialist Teaching Team, Speech and Language Therapist and support from Sensory Services including Occupational Therapy. Within the context of a national shortage of EPs, we have delivered a successful grow-your-own programme to expand our EP Service by 55% within 3 years. We achieved this by appointing assistant psychologists and supporting them through their training towards ultimate employment with us. We plan to build on this model to support our Experts at Hand Approach. **Schools and settings will access this support through Families of Schools and SENCO networks,** enabling consistent access to multi-agency advice, whole-setting support and targeted interventions without requiring escalation to statutory assessment. We will also have a designated a Multi-Agency Inclusion team to work with our Children Out of School, Early Years and Post 16 Settings. The Early Years and Post 16 teams will link with a Strategic Lead Specialist Practitioner for educational transitions and our networks of Early Years and Post 16 Providers respectively. **Recent local evaluation reports** have led us to plan an evidence-based programme for these practitioners to deliver, including: - Whole School Approaches delivered by specialists and assistants - Staff consultation delivered by specialists	**We will build a Community of Experts at Hand around our children and young people with SEND.** By appointing additional education and health specialists to work with our children, families and schools, we will develop the knowledge, expertise and confidence within our system, to meet our children's needs. Our model will provide **a structured, evidence-informed approach to strengthening inclusive practice across the local area.** We will have **strategic leads** to provide professional leadership for the partnership across key areas of need, including speech, language and communication, neurodiversity, social, emotional and mental health, and transitions. They will support service development, workforce capability, intervention design, quality assurance and continuous improvement across the system including Early Years and Preparing for Adulthood particularly in relation to Best Start Family Hubs and the SEND Specialist roles. At local level, we will deliver **a whole-setting model that strengthens the graduated response through delivery of group interventions, structured programmes and school-based support.** This will build on learning from existing approaches such as Mental Health Support Teams and Partnerships for Inclusion of Neurodiversity in Schools. Delivery will be supported by **multi-disciplinary assistant roles** working as part of a supervised workforce model. Qualified specialists, including educational psychologists, speech and language therapists and other practitioners, will provide **clinical and professional oversight**, supervision, consultation and practice leadership to ensure that support is delivered safely, consistently and with measurable impact. We will also launch a **Multi-Agency Alternative Education Team,** using the model of our successful Virtual School for Children in Care, to improve outcomes for children out of school and increase their access to multi-agency specialist support from speech and language therapists and educational psychologists. This will provide additional support for our most vulnerable children, reduce the numbers of children and young people not on a school role or attending less than 50% of the time and reduce the numbers of young adults (16-25 years) who are not in education or employment. Over time, we expect this model to contribute to improved inclusion, reduced variation, stronger confidence in mainstream settings, reduced demand for specialist provision, and better outcomes for children and young people. By Year 3, Experts at Hand will operate as **a fully embedded partnership model**

Local blueprint for the next 3 years	
- Group intervention with young people delivered by assistants supervised by specialists Evaluation reports to support this approach: • Nottinghamshire PINS programme – Programme for the Inclusion of Neurodiversity in Schools (Appendix 3) • Nottinghamshire and Nottingham Mental Health Support Teams in Schools (Appendix 4) • Review of the Springboard Process for Nottinghamshire Families of Schools (Appendix 5) • National evaluation of the ELSEC Model – Early Language Support for Every Child The detail of the model is described in the infographics below 1. Experts at Hand – The Nottinghamshire Approach 2. Experts at Hand – Year 1 Costs 3. Multi-Agency Alternative Education Team Delivery will be achieved through our Experts at Hand Delivery Group (see Infographic 11 – Nottinghamshire SEND Governance Structure and Escalation Processes).	**across Nottinghamshire, providing a consistent, locality-based multi-agency offer across early years, schools, colleges and alternative provision**. Mainstream settings will have direct access to specialist expertise, consultation, workforce development and coordinated support without requiring escalation to statutory processes wherever needs can be met through inclusive practice and targeted intervention, including support for early identification in Early Years and stronger pathways into adulthood, employment, training and independent living.

Infographic 4: Experts at Hand: Nottinghamshire Approach



Infographic 5: Experts at Hand: Multi-Agency Alternative Provision Team



Infographic 6: What Children, Young People and Families Told Us about Access to Specialist Support and Local Placements

SEND Reform Survey (April-May 2026):

Parents and carers told us that children often face delays in accessing specialist support, with gaps in local provision meaning some are in unsuitable settings or without appropriate education.

"I have no school place for my little boy at the moment… he needs a specialist school."

"There is no provision… whilst awaiting to join a specialist school."

"Mainstream nursery / pre-school can't meet needs… he is strictly specialist provision."

Children and young people told us that when the right support is not available, school can feel overwhelming or inaccessible, highlighting the need for timely provision in the right setting close to home.

"No education, no help… I'm left at home with chance of getting GCSEs."

"School makes me frightened… I am so happy when I am not at school."

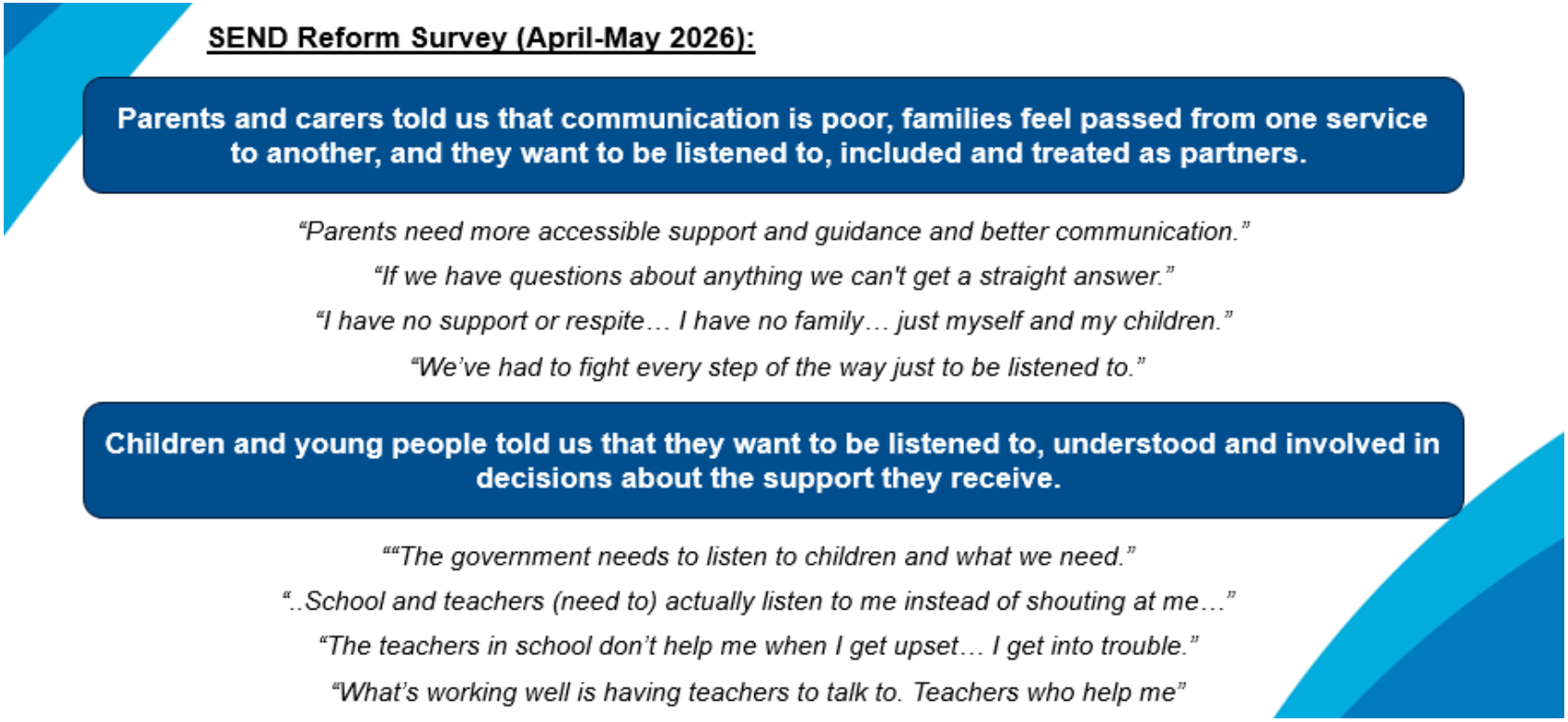
(Alternative provision working better than school) "I now learn at home and at forest school which I enjoy."

(right placement) "I am enjoying college"

Local blueprint for the next 3 years	
Where we are	**Where we will be in the next 3 years**
We have already started to build a system of different types of educational provision within each local area in Nottinghamshire, designed to meet the needs of children as close to home as possible. Since 2023, we have expanded our special school provision and created In School Support Hubs, Enhanced Provision Units within mainstream schools as well as Satellite Special Schools and SEND Hubs co-located with mainstream schools, as well as high-quality special school provision. We recognise that this system is complicated for our partners, parents and carers to navigate and we will simplify the types of provision moving forward. Through our local authority Inclusion and SEND Governance Board, **our services are working more closely together and developing a clearer understanding of what children and young people need, where gaps in provision exist, and how decisions about places and investment can best be made**. With a new child-level data model, we are developing more accurate forecasting of future need and management of resource. In this work, we have started to review the special school waiting list, map specialist provision across the county, explore how existing places and buildings can be used more effectively, understand the impact of high-cost placements and long journeys to school, and strengthen the information and processes that support planning. **Our Family of Schools model enables children to access specialist support from EPs and Specialist Teachers and high needs top-up funding early, outside of the EHCP process**. Every mainstream and local authority special school has a named link EP and support from specialist teaching teams. Children access Speech and Language, Occupational Therapy and Neurodevelopmental support through health service providers commissioned by the ICB. We want to strengthen our multi-agency support offer for children out of school and accessing alternative education. **We know that many families continue to experience the pressures within the system. Demand for specialist places is increasing; too many children and young people are waiting too long for specialist support and a special school place and too many attend independent special schools at a high-cost or are in full-time alternative provision.** Many children have long journeys to go to school that are not in their best interests and place significant financial pressure on local authorities. Although planning is improving, the data,	Over the next three years, we will **develop a more joined-up, responsive and forward-looking system for planning and delivering SEND support and provision**. We will have a clearer understanding of children and young people's needs across the county, a more reliable picture of the provision that is available, and more open and consistent ways of deciding when and where new places or investment are needed. This will lead to **more support being available locally, both in mainstream and specialist settings, better use of the provision we already have, and stronger partnership working with schools, trusts, early years providers, colleges and other partners** to develop local solutions that reflect the needs of children, young people and families. In the future, decisions about provision will be more clearly guided by local need, travel impact and value for money, helping to reduce long journeys to school, reduce reliance on out-of-area and independent placements, and ease pressure across the wider system. Our shared data and forecasting tools will support better planning, governance will provide clear oversight and accountability, placement and planning processes will be easier to understand and more efficient, and services will work more closely together to support earlier and more consistent decisions. Our aim is that more children and young people will receive the right support at the right time, as close to home as possible, with stronger inclusion in mainstream settings alongside specialist provision where this is needed. We will **add SALTs, OTs and multi-disciplinary assistants to our Family of Schools network** creating multi-agency teams to provide specialist support to children, as early as possible. We will also work closely with our SENCOs as key partners in our SEND workforce, to increase their capacity, confidence and expertise to support our children. We will use the Experts at Hand model to also extend our multi-agency specialist support offer into early years and post-16 settings. We will also **launch a Multi-Agency Alternative Education Team**, using the model of our successful Virtual School for Children in Care, to improve outcomes for children out of school and increase their access to multi-agency specialist support from speech and language therapists and educational psychologists. This will provide additional support for our most vulnerable children, reduce the numbers of children and young people not on a school role or attending less than 50% of the time and reduce the numbers of young adults (16-25 years) who are not in education or employment.

Local blueprint for the next 3 years	
systems and processes that support decision-making are not yet as strong or consistent as they need to be. **The key enablers for improvement are beginning to take shape, including stronger governance, better use of data and digital tools, and closer working across education, commissioning, transport and wider SEND services**. We are co-ordinating this work within our Local Authority Inclusion and SEND Governance Board and our Nottingham and Nottinghamshire Strategic Commissioning Group. These are important building blocks, and they now need to become more established and consistently applied if they are to make a lasting difference across the system.	

Infographic 7: What Children, Young People and Families Told Us about System Leadership, Local Partnership Collaboration & Co-production



Local blueprint for the next 3 years	
Where we are	**Where we will be in the next 3 years**
Ofsted/CQC Monitoring Visit Report, July 2025 - *'The partnership has redesigned its governance arrangements and strategic approach to improving services for children and young people with SEND across education, health and social care. The parent carer forum (PCF) is listened to and valued. They contribute as members of workstreams relating to the ongoing SEND improvement programme. This, and the oversight of the SEND partnership improvement board, has enhanced the way that leaders are held to account.'* Since our Ofsted/CQC joint local area SEND inspection in January 2023, our partnership has gone from strength to strength. **Our reformed governance structure continued independent scrutiny and stronger accountability** reflect the next stage in our improvement journey. In the first year of reform, we will complete our co-produced Belonging and Inclusion Strategy 2027-2031 including our updated plans for SEND and Alternative Provision, SEND Place Planning and Communications and Engagement to provide a clear strategic framework for the next phase of reform and embed these changes across the local area partnership. **Our system leaders across education, care, health and police are building a more integrated approach to supporting our children and families**. Our Integrated Children and Families Senior Leadership Team are planning the implementation of the Families First and SEND Reforms in close partnership, bringing support to our families in local communities, through Family Hubs and education settings. Our Safeguarding Partnership is shaping a new priority delivery group to reduce Children Missing Education, recognising education settings as key safeguarding partners. We are ensuring that all local strategies for children consider improved educational outcomes for children with SEND. Our Council Plan 2025-2029 promotes inclusion of children with SEND in the priority 'Stronger Families, Caring Connections'. **We are confident in the strength of our leadership across the partnership and support corporately and politically to take an integrated approach to delivering both the wide-ranging reforms across children's services.** There have inevitably been some challenges in relation to the restructure of the ICB, however as a partnership we have supported each other and the used the development of this Reform Plan to capitalise on opportunities to re-launch workstreams, strengthen relationships and to continue to focus on our areas for priority action. Our SEND Partnership Assurance Improvement Group (PAIG) has representation from across the system including ICB commissioners and SEND leads, health providers,	Over the next three years, **Nottinghamshire will have a stronger, more mature and more accountable partnership in which shared responsibility for SEND reform is fully embedded** across education, health and care. Governance will be clearer and stronger, with all key partners actively represented, driving delivery, and operating with clear purpose, accountability and oversight. We will build on the work of our Children & Young People System Information Dashboard so that **our partnership will be underpinned by high-quality child level data, routine use of our dashboards and quality assurance, and transparent escalation (see our Infographic 11 - Nottinghamshire SEND Governance and Structure and Escalation processes) and dispute resolution processes** so that risks are identified early and decisions are timely, fair and focused on impact for children and young people. Please see our governance and escalation processes. **Co-production will be consistently built into the way we plan, commission, deliver and review services**. Parents and carers will continue to be influential within governance, and we will have stronger and more systematic ways of hearing directly from children and young people and showing how their views shape decisions through governance reporting, service design, evaluation activity and delivery group oversight. Our communications, Local Offer and engagement arrangements will be refreshed and underpinned by a coproduced updated Communications and Engagement Strategy so that families, schools and partners understand our Reform Plan, how decisions are made and how they can influence change. **Co-production and service design** will be embedded practice with our schools using our **Family of Schools Model**. This will support system wide SEND Reform on a local level. These strengthened leadership and partnership arrangements together with a commitment to co-production will **support earlier intervention, better transitions, stronger confidence in the local system and more consistent delivery of the right support at the right time, in the right place, as close to home as possible.** In year one, we will strengthen the local area partnership through clearer

Local blueprint for the next 3 years	
special schools, post 16 and early years, children's statutory social care, adult social care, family hubs and youth service, multi academy trusts, our Parent Carer Forum, finance representation and routes for children and young people's voice through our Voice and Co-production arrangements. The chairing for this meeting is rotated between our Director for Education and Inclusion, Director of Quality, Safeguarding, CHC and Partnerships in the ICB, Director for Childrens Social Care and our Parent Carer Forum. We recognise that there is more work to do with children's and adults' social care, but we are confident that our new governance structure will drive this forward through the new membership, accountability and escalation routes. Our newly reformed governance structure has presented an opportunity to review our action logs and risk registers and use of data with a focus on meaningful impact for children. We need to strengthen the membership of our SEND Executive to include health providers and to secure the appointment of our Independent Scrutineer, but our new structure has recently provided effective escalation and partnership response in relation to a risk. Our new PAIG delivery groups are in their infancy and need to be developed. They align to our SEND Delivery Plan (this is the latest published version, with the full delivery plan for 2024-27 being monitored as a live, dynamic document through PAIG) and drive forward the ongoing improvement work around our priority actions and the wider system. **As a system, we continue to face challenges with increasing levels of need for statutory and specialist interventions and provision which in turn has an impact on our financial sustainability and the lived experience of our children, young people and their families**. These include requests for Education Health and Care Assessments, specialist education provision, speech and language therapy and neurodiversity assessments. We have a continued focus on the quality of our statutory assessments and plans through our Partnership Quality Assurance and Improvement Group we hold jointly with Nottingham City. We have a SEND Partnership Team to drive forward this work alongside our ongoing preparation for inspection, delivery of the Local Offer and co-production. **We hold regular partnership forums with our education settings and leaders**, working together to improve outcomes for our children with SEND. These include engagement sessions for school leaders with the Children and Families Senior Leadership Team in the Local Authority, Head Teacher Trust Boards and our Multi-Academy SEND Leads Network. We hold termly forums with our SENCOs and DSLs. We recognise that these methods of engagement are not always consistent.	accountability, stronger delivery group reporting, co-produced communications and engagement, refreshed Local Offer arrangements and improved use of shared data, quality assurance and escalation processes. We will deliver this by developing the following: - Continue our strong relationship with our Parent Carer Forum. - Include and embed SENDIASS within our governance and delivery groups - Co-produced Communications and Engagement Strategy - Co-produced improved Local Offer and SEND Journey Map - High quality, independent information and guidance for parents and carers through quality assurance of SENDIASS using the minimum service standards - Evidence of meaningful engagement with children and young people that influences change. - Evidence of 'You said, we did' feedback loops - Evidence from parents, carers, children and young people that they have experienced meaningful change.

Local blueprint for the next 3 years	
Co-production is a core value for our partnership, and we are committed to including the voices of children and young people and our families in everything we do. Our multi-agency Voice and Co-production group oversees this work for our partnership and reports to the PAIG. We are proud of the strength of the relationship we have built with our Parent Carer Forum. They are embedded within our governance and influential in our decision making. We have effective examples of co-produced work such as our Outcomes-Based SEND Strategy (2023-27) and our new Commissioning Framework for Alternative Provision (2026). NottAlone.org.uk, our local mental health partnership has been co-designed by children, young people and families. We know that we need to communicate more effectively with our wider parent carer community and we need to be better at meaningfully listening to the voice and experience of our children and young people, so that they strategically inform our planning and shape our provision.	

Building Block 4 – Encouraging inclusive culture and behaviours

Infographic 8: What Children, Young People and Families Told Us About Encouraging Inclusive Cultures and Behaviours

SEND Reform Survey (April-May 2026):

Parents and carers told us that children do not always feel included or supported in school, with inconsistent understanding of needs and a lack of inclusive, respectful approaches.

"Class sizes are too big and curriculum not suitable… school needs to be more flexible and adaptable."

"My child… struggles socially as well as academically at school."

"Better provision needed for these children who cannot cope well in mainstream environments."

(Positive) "My child is well supported in school"

Children and young people told us that they do not always feel listened to or understood in school and want to feel accepted, supported and able to belong.

"I don't think other children are like me. I feel lonely at school."
"Teachers don't understand how I feel."
"The uniform was uncomfortable… it made me itch… it would annoy me."
"They would tell me off… when I did not mean to be naughty and take away my play time, when I needed my play time."
(Positive) "My teacher helps me at school"
"Mr Jacques is very supportive."
"I'm happy being able to use my fidgets and ear defenders"

Local blueprint for the next 3 years	
Where we are	**Where we will be in the next 3 years**
Our co-produced Local Area Partnership Outcomes-based Strategy for Children and Young People with Special Educational Needs and Disabilities (2024-27 pages 5-8) outlines **how we commit to working with children and families:** - Building strong relationships - Listening and learning - Being fair and respectful  **We are shaping the culture of our local partnership through strengths-based approaches, with children, young people and families at the heart of all we do.** We have strengthened the conditions for a more inclusive culture through redesigned governance, stronger partnership working and investment in SEND services and specialist provision. **We are working closely with our education leaders to plan, monitor and celebrate local inclusive practice for children with SEND**. Our Review of Inclusive Practice in Nottinghamshire Schools (July 2024) involved over 200 school leaders and paved the way for the development of our District Inclusive Practice Teams, in operation from September 2025. **Our Education, Learning and Inclusion department supports work with education settings to create inclusive, welcoming spaces where all**	**Our vision is that our system will feel different to everyone in 3 years**. Our children with SEND will tell us that they feel they belong in their education settings and they will be attending more, experiencing less suspension and exclusion and making progress in their learning. Our education settings will tell us they feel more confident to meet the needs of all children within a range of educational provision. Our parents and carers will tell us they are more confident that the local SEND system can meet their children's needs. All partners will tell us they feel included informed and in partnership planning and decision-making. **Our SEND Reforms delivery groups will work in synergy with the delivery of Families First Reforms and Best Start Family Hubs** to create an opportunity for widespread behavioural and cultural change using the principles of Early, Local, Fair, Effective and Shared across the partnership and within our parent carer community. This will have a particular focus on **Best Start Inclusion Practitioners** and their integration within our Experts at Hand model to create a seamless offer for children and families. **Over the next three years, inclusive practice will be embedded across our system**. Workforce confidence and behaviours will be reinforced through strong leadership, peer learning, training and consistent expectations across services. We want schools, settings and partner services to share a clearer understanding of inclusive practice and to apply it more consistently, so that children and young people receive the right support earlier and locally. **This will be supported by a more stable and confident workforce, stronger quality assurance, and routine use of shared data to inform practice, workforce planning and governance** (see our Infographic 11: Nottinghamshire SEND Governance Structure and Escalation Processes). As a result, we expect to see a more confident and inclusive culture across mainstream education, reduced escalation to statutory and specialist support where this is not needed, and greater confidence from children, young people, families and practitioners in the local system.

Local blueprint for the next 3 years	
children can feel they belong. Whole school approaches to inclusive practice for children with SEND are supported by our Mental Health Support Teams, Educational Psychology Service and Partnerships for Inclusion of Neurodiversity in Schools programme. Our Building Relational Schools programme is led by our Virtual School developing attachment-aware and trauma-informed practice across Nottinghamshire nurseries, schools and colleges. 217 schools/settings and 493 people have completed this programme since 2020, with a target of 255 settings by 2029. This is helping us build and nurture stronger relationships across services, with schools, and with the children, young people and families we support. **The strength of our shared ambition is a good foundation for growing the use of whole-school and relational approaches**, and the improving stability and capacity created through the statutory SEND service redesign and educational psychology recruitment. We also have important enablers in place, including integrated SEND dashboards and quality assurance tools. However, **too many of our children with SEND have low attendance in education, are suspended or excluded from school and are not making progress in their learning**. Staff confidence, expectations and practice still vary too much between education settings and services. We are not yet consistent enough in demonstrating and celebrating our shared values in all the work that we do. We need to do more to listen and learn from children, young people, parents and carers, recognising that they understand their own journeys better than anybody else and have a right to influence the decisions that affect their lives. We also need to ensure our systems and services are experienced as fair and respectful, with language, processes and decisions that are clear, balanced, inclusive and free from discrimination or shame. This means strengthening leadership for inclusion, improving consistency in practice, developing workforce confidence and capability, and making more routine use of shared data and quality assurance to support earlier intervention, fairer decision-making and meaningful impact for children, young people and families.	

Enablers (Foundations)

These enablers will help Nottinghamshire build a more joined-up, fair and effective system that delivers the right support at the right time, in the right place, as close to home as possible for our children. In our strategy, we refer to these as our foundations, to support practice.

Data, Finance and Performance Systems

- **Shared data, dashboards and quality assurance**
  Better use of child-level and partnership-level data to understand variation, track impact and guide decisions.
- **Improved governance and accountability – see** Section 4. Governance
  Stronger SEND governance, clearer escalation, and more consistent decision-making.

Commissioning and Sufficiency

- **Capital – investment strategy across early years, mainstream and FE**
  A defined capital pipeline, including EPUs, SEND Units and special school expansion, aligned to sufficiency pressures and intended to support earlier inclusion and long-term sustainability.
- **New Alternative Provision commissioning framework**
- **Experts at Hand / Multi-Agency Inclusion infrastructure**
  A central enabler for earlier intervention, mainstream capacity building and access to specialist advice without unnecessary escalation.

Workforce and Practice

- **Workforce confidence, skills and capacity**
  Especially through SENCO development, specialist workforce recruitment and the wider Experts at Hand model.
- **Ordinarily Available Provision and a clearer graduated response**
  A major system enabler for consistency, fairness and earlier support in mainstream settings.

Partnership and System Integration

- **Partnership working across education, health and care**
  Including joint commissioning, stronger locality working and alignment with wider reforms such as Families First and Best Start in Life Programmes.
- **Co-production and voice of children, young people and families**
  Including stronger mechanisms to hear directly from children and young people and embed parent carer influence.

Success Measures

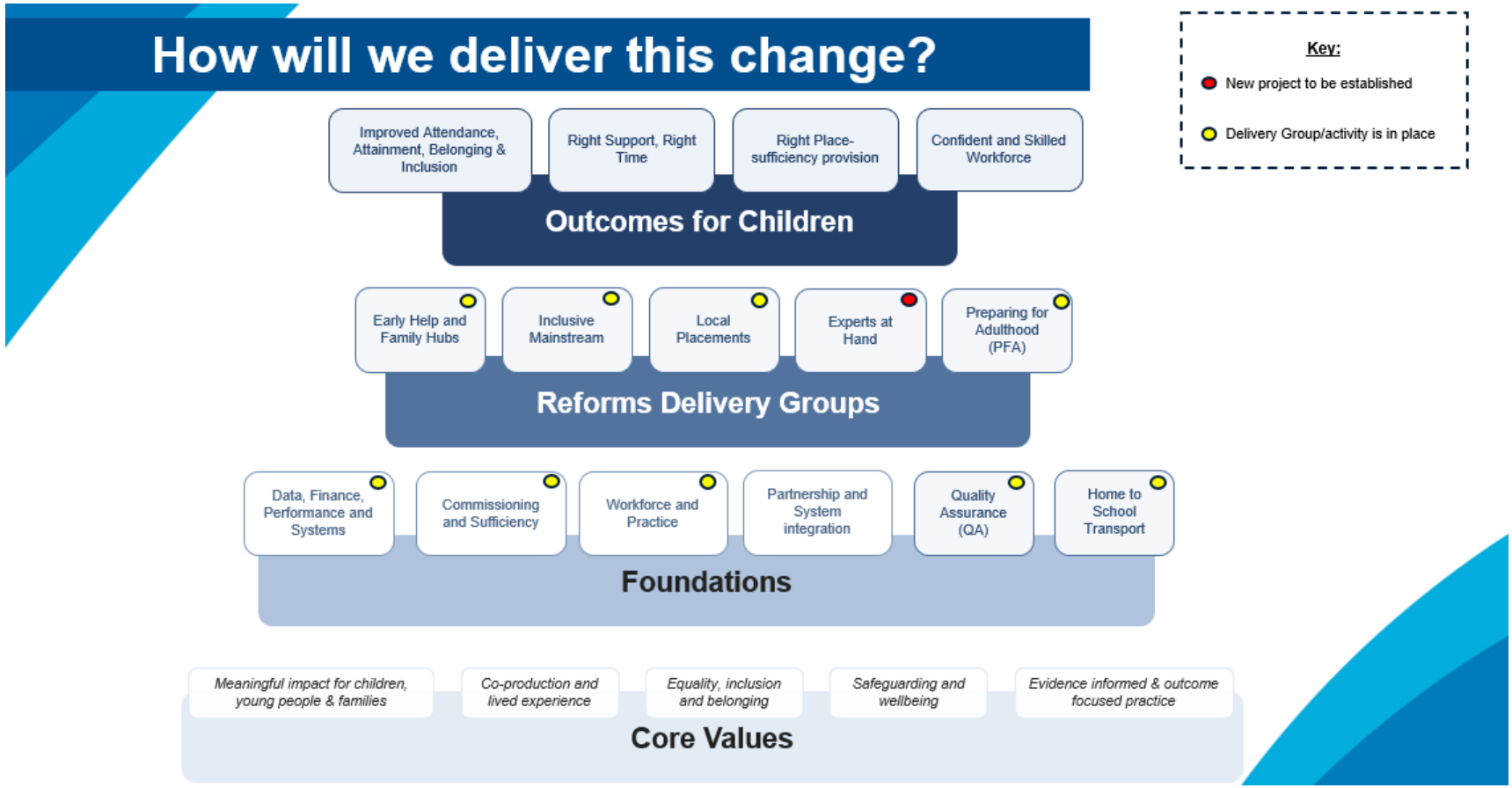
Building Block	Success Measure and Leading Indicators	Baseline in June 2026	Target Metrics for 2028/2029
1. Strengthening inclusion across education settings	**1. <u>Our children with SEND are attending education and being included more.</u>** ↓ Percentage of children with SEND **persistently absent** (10% or more) ↓ Percentage of children with SEND **severely absent** (50% or more) ↓ Rate of children with SEND being **permanently excluded** ↓ Projected number of all CYP with SEND in local area N**ot in Education, Employment or Training (NEET)** ↓ Projected number of all CYP with SEND in **Elective Home Education (EHE)** ↓ Projected Children **Educated Other than At School (EOTAS)** ↓ Children sharing themes of not feeling listened to or their concerns not being taken seriously ↑ Children sharing more positive experiences of support within mainstream schools	**Persistently Absent (2024/2025)** With EHCP = 40.4% Without EHCP = 28.6% **Severely Absent (2024/2025)** With EHCP = 12.5% Without EHCP = 5.3% **Permanently Excluded (2024/2025)** With EHCP = 0.2% Without EHCP = 0.5% **Not in Education, Employment or Training** 2025/26=501 with 2026/27=594 (projected) **Elective Home Education (EHE)** 2025/26=498 with 2026/27=634 (projected) **EOTAS (April 2026)** with EHCP = 679 without EHCP = 457 **Children sharing themes of not feeling listened to or their concerns not being taken seriously** = 36% **Children sharing more positive experiences of support within mainstream schools** = 28% *SEND Reforms Survey April/May 2026: Help shape SEND support in Nottinghamshire - 81 responses from children and young people*	**Persistently Absent (2027/2028)** With EHCP = 32.9% Without EHCP = 21.1% **Severely Absent (2027/2028)** With EHCP = 9.5% Without EHCP = 2.3% **Permanently Excluded (2027/2028)** With EHCP = 0.1% Without EHCP = 0.4% **Not in Education, Employment or Training** 2027/2028 550 with 2028/29 = 530 (projected) **Elective Home Education (EHE)** 2027/2028 540 with 2028/29 = 510 (projected) **EOTAS (April 2029)** with EHCP = 529 without EHCP = 307 **Children sharing themes of not feeling listened to or their concerns not being taken seriously** = 18% **Children sharing more positive experiences of support within mainstream schools** = 50% *SEND Reforms Survey April/May 2029: Help shape SEND support in Nottinghamshire -243 responses from children and young people*

Building Block	Success Measure and Leading Indicators	Baseline in June 2026	Target Metrics for 2028/2029
1a. Strengthening inclusion across education settings - Experts at Hand	**2. <u>More children are accessing specialist support services within mainstream education settings</u>** ↑ Number of CYP without EHCP or specialist placement supported by **Speech & Language Specialists and support workers** ↑ Number of CYP without EHCP or specialist placement supported by **Educational Psychologists (EPs) and support workers** ↑ Number of CYP without EHCP or specialist placement supported by **Occupational Therapists (OTs) and support workers**	**Speech and Language or support workers** 2025/26=3275 **Educational Psychologist or support workers** 2025/2026 = 404 **Occupational Therapists or support workers** 2025/2026 = 612 .	**Speech and Language or support workers** 6550 **Educational Psychologist or support workers** 3500 **Occupational Therapists or support workers** 1224
2. Access to specialist support and local placements	**3. <u>More children attending specialist provision within or attached to their local mainstream school</u>** ↑ Children accessing **Enhanced Provision Units** (non EHCPs) ↑ Children accessing **Specialist Units** (with EHCPs) ↓ Children with Special School named on their EHCP without a special school place identified **(waiting for a special school place)**	**Enhanced Provision Units (2025/2026) =** 96 **Specialist Units (2025/2026) =** 82 **Waiting for a Special School Place (May 2026) =** 439	**Enhanced Provision Units (2025/2026) =** 256 **Specialist Units (2025/2026) =** 154 **Waiting for a Special School Place (May 2026) =** 109

Building Block	Success Measure and Leading Indicators	Baseline in June 2026	Target Metrics for 2028/2029
3. System leadership, local partnership collaboration and co-production	**4. <u>Our parents and carers have more trust and more positive experiences of our local SEND system</u>** ↓ Reduced **formal complaints received from parents and carers about delays and decisions** within statutory SEND processes ↓ Parents and carers reporting **concerns about delays and waiting times** = 60% ↓ Parents and carers reporting **issues relating to poor communication** = 45% ↓ Parents and carers reporting that **mainstream schools cannot meet their child's needs** = 40% → Maintained representation from parents and carers in our SEND governance structures and reforms delivery groups	**Formal Complaints received from parents and carers about delays and decisions** 2025 = 92 Parents and carers reporting **concerns about delays** and waiting times = 60% Parents and carers reporting **issues relating to poor communication** = 45% Parents and carers reporting that **mainstream schools cannot meet their child's needs** = 40% *SEND Reforms Survey April/May 2026: Help shape SEND support in Nottinghamshire - 540 responses from parents and carers* Parent Carer Forum representative as Co-Chair of the SEND Partnership Assurance and Improvement Group (PAIG)	**Formal Complaints received from parents and carers about delays and decisions** 2028 = 46 Parents and carers reporting **concerns about delays** and waiting times = 30% Parents and carers reporting **issues relating to poor communication** = 23% Parents and carers reporting that **mainstream schools cannot meet their child's needs** = 20% *SEND Reforms Survey April/May 2026: Help shape SEND support in Nottinghamshire - 1620 responses from parents and carers* Parent Carer Forum representative continues as Co-Chair of the SEND Partnership Assurance and Improvement Group (PAIG)
4. Encouraging inclusive culture and behaviours	**5. <u>School leaders are more confident that our local SEND system can meet our children's needs earlier</u>** ↑ **School Leaders' Survey Confidence:** How would you rate your current confidence in the Nottinghamshire Graduated Response process in being able to identify and meet SEND at an early stage? (0 = not at all confident, 10 = entirely confident) ↑ **Schools/education settings have completed the Nottinghamshire Building Relational Schools Programme** (Attachment Aware and Trauma Informed Schools)	**School Leaders' Survey Confidence** Average response 5.04/10 (Feb 2025, Head Teachers and SENCOs) **Schools/education settings completed the Nottinghamshire Building Relational Schools Programme** = 217 (May 2026)	**School Leaders' Survey Confidence** Average response 8/10 (Feb 2028, Head Teachers and SENCOs) **Schools/education settings completed the Nottinghamshire Building Relational Schools Programme** = 267 (May 2029)

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

Infographic 9: How will we deliver this change? – *This overview shows how we will deliver SEND reform across the local area partnership, with core values underpinning the system, foundations enabling delivery, and delivery groups driving change. It demonstrates how these layers align to achieve improved outcomes for our children and young people.*



Our theory of change is that if we combine **stronger inclusive mainstream practice, earlier multi-agency support through Experts at Hand, improved workforce capability and more consistent partnership decision-making**, **more children and young people will receive the right support earlier and locally**. This will **reduce escalation and reliance on specialist and out-of-area placements, improve attendance and belonging and increase confidence in mainstream provision.** This reflects the priorities identified through our Local Partnership Maturity Assessment and local system change story.

Our key inputs are the strengths and learning already in the system: strong local partnerships, Families of Schools, SENCO networks, devolved decision-making and specialist support to mainstream settings. The **January 2023 local area inspection** was a significant turning point, highlighting that the partnership was not yet delivering the consistent experience children, young people and families should expect. In response, we developed a Priority Action Plan and SEND Improvement Programme, **strengthened leadership, increased scrutiny, clarified governance and created a more transparent understanding of where change was needed most.**

These inputs have enabled us to **strengthen governance, improve oversight of performance, risk and delivery, and establish clearer accountability and quality assurance** through SEND Executive, PAIG and delivery group reporting. We have stabilised statutory SEND services through a full-service redesign, improved workforce capacity, reduced historic backlogs, strengthened co-production with the Parent Carer Forum and developed more mature partnership working across education, health and care. **The July 2025 monitoring visit recognised that effective action had been taken across both priority areas.**

Over the next three years we will deliver a more operational, measurable and jointly owned reform programme**. In year one**, we will implement **Ordinarily Available Provision and Targeted Provision guidance, redesign decision-making panels, begin phased delivery of Experts at Hand in priority settings and localities, and strengthen our Multi-Agency Alternative Education Team** for children who are out of school or at risk of becoming so. These reforms will align with Family Hubs, Best Start and wider Families First developments so that support is easier to access earlier, locally and through a more joined-up pathway. We will also build on our strong local authority Youth Service and our developing Integrated Adolescence Strategy across Children and Families Services. Ordinarily available and targeted provision will help schools **identify and meet need earlier** and more consistently. Experts at Hand will provide **consultation, whole-setting support, targeted interventions and supervised specialist input** so that more children receive timely help at SEN Support level without unnecessary escalation. The Local Placements workstream will **increase local mainstream and specialist capacity and improve place planning**, while the Multi-Agency Alternative Education Team will **support children who are educated other than at school to re-engage with education in their local communities wherever possible.**

The intended outcomes are that mainstream practice becomes more confident and consistent, children and young people receive support earlier, and more needs are met through ordinarily available and targeted provision, supported by earlier access to multi-agency advice and intervention. We are clear that **reducing specialist demand over time will not be achieved by restricting access**. It will be achieved by improving the **quality, consistency and timeliness of support before needs escalate**.

The intended **impact** is **improved attendance, belonging and family confidence, fewer avoidable requests for EHC needs assessments, reduced waiting times and specialist placement pressure, less reliance on independent and out-of-area provision, and better value for money.** We will monitor progress through proxy and outcome measures, shared dashboards, child-level data, quality assurance and feedback from

children, young people and families. **Accountability for delivery will sit across the partnership**, with each reform workstream led through named governance routes and reported through PAIG to SEND Executive. Wider dependencies, including NHS reform, workforce availability and local government reorganisation, will be managed through joint commissioning, phased implementation and strengthened partnership governance (see Section 4. Governance and 10. Dependencies).

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

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

		Local roadmap for the next 3 years		
		2026/27	**2027/28**	**2028/29**
Building Block	**Strengthening inclusion across education settings**	**Establish consistent expectations for inclusive practice by:** - Launching Nottinghamshire Ordinarily Available Provision and Targeted Provision Guidance - Launching redesigned decision-making panels within the statutory SEND assessment process - Launching a review of non-statutory SEND processes around SEND funding and access to specialist support through Springboard meetings, supported by SENCO working groups **Strengthen workforce capability and leadership by:** - Increasing strategic SENCO capacity for Family and District SENCOs to support reform implementation - Completing mapping activity of SENCO capacity within our system to inform workforce development plan and identify local expertise **Improve support for children with more complex needs by:** - Launching a Multi-Agency Alternative Education Team supporting EOTAS provision, including a new Head of Service and bringing together existing staff into a single team **Mobilise Experts at Hand by:** - Developing a dynamic recruitment programme to support rolling recruitment of Experts at Hand specialists within the Local Authority (EP, Specialist Teacher, OTs) - Commissioning SALT Experts at Hand Service through a local health provider, aiming for minimum of 50% coverage of Families of Schools in Year 1 - Undertaking initial assessment and consultation with The Balanced System Approach to explore wider commissioning of SLCN including specialist services - Recruiting and training assistant specialists to deliver evidence-based group intervention programmes in mainstream schools - Prioritising early recruitment for Children Out of School, Early Years and Post 16 teams and Families of Schools in the highest areas of need	**Embed consistent expectations for inclusive practice by:** - Embedding Ordinarily Available Provision and Targeted Provision guidance within SEND processes, with a focus on decision-making panels - Aligning this work with national guidance when announced - Launching more efficient non-statutory SEND processes to support SEND funding decision-making and Springboard meetings, with a focus on reducing SENCO workload - Using Synergy linked directly to school data systems to reduce manual information sharing **Strengthen workforce capability and leadership by:** - Launching a shared workforce development plan for Nottinghamshire, building on our success integrating our local authority Children and Families Services. This plan to feed into the newly established Workforce Development Board, chaired by the Executive Director for Children's Services. **Improve support for children with more complex needs by:** - Developing the Multi-Agency Alternative Education Team - Reviewing the local Social Emotional and Mental Health	**Embed consistent expectations for inclusive practice as part of business as usual by:** - Ensuring Ordinarily Available Provision and Targeted Provision guidance is applied consistently across all settings - Maintaining consistent decision-making processes across both statutory and non-statutory pathways - Reducing variation in practice across Nottinghamshire **Sustain workforce capability and leadership by:** - Embedding SENCO capacity and locality-based workforce planning as part of the core system - Maintaining a confident workforce able to meet need earlier and more consistently **Embed support for children with more complex needs as part of business as usual by:** - Ensuring the Multi-Agency Alternative Education Team has strong and consistent oversight of children in EOTAS and those at risk of exclusion - Maintaining strong reintegration pathways and consistent quality assurance of alternative provision - Ensuring more children with complex needs are supported successfully within local provision **Embed Experts at Hand as part of core inclusion delivery by:**

		Local roadmap for the next 3 years		
		2026/27	**2027/28**	**2028/29**
		- Recruiting a multi-agency specialist team (EP, SALT, assistants, Specialist Teacher) to support the Multi-agency Alternative Provision Team - Recruiting 5 Strategic Leads/Senior Practitioners to drive reform strategy across key areas of need: ▪ SLCN ▪ Neurodiversity ▪ SEMH ▪ Transitions (Early Years, Secondary, Post 16) ▪ Sensory Needs including OT provision - Developing a programme of outreach support from local special schools to support mainstream inclusion, in partnership with the Local Special Schools Trust Board - Completing mapping activity to combine existing OT provision across the system and identify gaps for recruitment	strategy alongside the SEMH Strategic Partnership Lead and strengthening the support offer to mainstream schools **Scale Experts at Hand by:** - Ensuring every Family of Schools has a link SALT alongside existing link EP and Specialist Teachers - Embedding assistant practitioners delivering group interventions across all schools, with evidence of impact emerging - Expanding the OT sensory service within the Family of Schools model - Establishing a Principal OT role within the Local Authority - Implementing a new OT service model with additional posts recruited to - Publishing Nottinghamshire Local Area Partnership Strategy for each area, overseen by SEND governance structures	- Ensuring full coverage so every Family of Schools has access to a multi-agency team including EP, SALT, Specialist Teachers and OT - Embedding delivery of group interventions and support to mainstream schools through assistant practitioners - Ensuring specialists provide whole-school support, consultation and advice as standard - Maintaining delivery in priority areas (SLCN, neurodiversity, SEMH, transitions and sensory needs) through Strategic Leads - Maintaining special school outreach support to mainstream settings - Maintaining a coordinated OT service model based on earlier mapping and service development work

		Local roadmap for the next 3 years		
		2026/27	**2027/28**	**2028/29**
Building Block	**Access to specialist support and local placements**	**Strengthen governance and oversight for SEND sufficiency by:** - Establishing more accountable and collaborative SEND place planning arrangements - Strengthening partnership oversight through programme governance and PAIG - Aligning SEND priorities through the Strategic Commissioning Group with SEND Reform and Experts at Hand **Use test-and-learn to develop local placement approaches by:** - Completing the Bassetlaw test-and-learn phase, including Newark and Foxwood - Using learning to refine placement processes, tools and pathways - Identifying gaps in the local graduated continuum and informing outreach development **Set the overall direction for local provision and sufficiency by:** - Completing the Belonging and Inclusion Strategy 2027-2031 incorporating SEND and Alternative Provision and SEND Place Planning - Setting direction for sufficiency, alternative provision, EOTAS, capital planning and commissioning **Strengthen commissioning arrangements by:** - Aligning commissioning priorities with SEND Reform and Experts at Hand - Agreeing joint commissioning arrangements with Nottingham City for health specialist and assistant roles - Launching the co-produced Alternative Provision Framework - Improving alignment between EHCP and non-EHCP pathways **Improve planning intelligence and system coordination by:** - Strengthening provider engagement and commissioning processes - Improving visibility of demand, waiting lists and local capacity - Using year one learning to inform future commissioning and delivery priorities	**Scale the local placements approach across the partnership by:** - Extending learning from test-and-learn activity across all localities - Embedding improved placement processes, tools and pathways - Strengthening consistency in placement decision-making **Strengthen planning, forecasting and sufficiency by:** - Using improved data and forecasting to inform local provision planning - Aligning sufficiency planning with identified gaps in the local continuum - Supporting development of local provision to meet emerging need **Improve access to local provision by:** - Increasing the number of children and young people accessing support closer to home - Strengthening outreach and local solutions to reduce escalation - Reducing reliance on out-of-area and high-cost placements where appropriate	**Embed the local placements approach as business as usual by:** - Maintaining consistent placement processes, pathways and decision-making across all localities - Reducing variation in access to specialist provision - Ensuring clearer and more transparent placement pathways **Sustain a coherent and sustainable local continuum of provision by:** - Ensuring provision is better aligned to current and future need - Strengthening sufficiency planning and local capacity management - Maintaining stronger alignment between need, placement planning and provision **Embed commissioning and sufficiency planning as business as usual by:** - Sustaining joint oversight and shared responsibility across partners - Maintaining clearer investment choices and local provision growth - Supporting a more sustainable, locally responsive system over time

		Local roadmap for the next 3 years		
		2026/27	**2027/28**	**2028/29**
Building Block	**System leadership, local partnership collaboration and co-production**	**Strengthen partnership governance and accountability by:** - Embedding the Voice and Experience Group with clear reporting into PAIG - Strengthening delivery group reporting, escalation and oversight arrangements - Ensuring active representation of key partners across governance and delivery **Establish consistent approaches to co-production and engagement by:** - Mapping existing feedback routes across the partnership - Agreeing a shared approach to participation, co-production and experience reporting - Continuing to strengthen relationships with the Parent Carer Forum and embedding SENDIASS **Develop communication and engagement approach by:** - Co-producing the Communications and Engagement Strategy 2027–2031 - Refreshing the Local Offer and SEND journey information - Improving access to high-quality information, advice and guidance **Improve how feedback and participation are used by:** - Establishing a year one baseline from SEND Reform surveys and engagement - Introducing regular “You said, we did” reporting - Strengthening evidence that children, young people and families influence change **Strengthen data, quality assurance and oversight by:** - Building on the Children & Young People System Information Dashboard - Improving use of shared data, QA and reporting across the partnership - Embedding clearer escalation and dispute resolution processes	**Embed stronger partnership governance and accountability by:** - Ensuring consistent partner engagement and shared responsibility across delivery - Strengthening routine use of governance, escalation and decision-making processes - Using partnership structures to drive delivery and manage system risks **Embed co-production across planning, delivery & improvement by:** - Ensuring participation and co-production are routinely used across services and governance - Strengthening the role of parents, carers and children and young people in decision-making - Embedding Family of Schools approaches to support local co-production **Strengthen communication, engagement and transparency by:** - Embedding delivery of the Communications and Engagement Strategy - Ensuring consistent “You said, we did” reporting across services - Improving how families, schools and partners understand and influence the system **Embed data, quality assurance and oversight by:** - Expanding use of dashboards and child-level data to inform decision-making - Strengthening QA activity and ensuring findings inform improvement	**Embed strong and accountable partnership leadership by:** - Sustaining strong governance with clear accountability, oversight and shared responsibility - Ensuring partners routinely work together to plan, deliver and improve services - Maintaining effective escalation and decision-making processes **Embed co-production as business as usual by:** - Ensuring co-production is consistently built into planning, commissioning, delivery and review - Sustaining strong involvement of parents, carers and children and young people in governance - Maintaining systematic approaches to participation and feedback across the partnership **Sustain communication, engagement and transparency by:** - Embedding the Communications and Engagement Strategy and Local Offer as core system tools - Ensuring families, schools and partners understand how decisions are made and how to influence them - Maintaining clear and accessible information and guidance **Sustain data, quality assurance and improvement by:** - Maintaining a mature data and performance framework with routine use of dashboards - Ensuring QA, feedback and performance reporting drive continuous improvement

		Local roadmap for the next 3 years		
		2026/27	**2027/28**	**2028/29**
			- Embedding consistent use of escalation and dispute resolution processes	- Identifying risks early and supporting timely, fair and impact-focused decision-making
Building Block	**Encouraging inclusive culture and behaviours**	**Establish a shared vision and expectations for inclusion by:** - Co-producing the Inclusion and Belonging Strategy - Developing a cross-partnership communications and engagement plan aligned to SEND Reform, Families First and Best Start - Promoting shared principles of Early, Local, Fair, Effective and Shared **Strengthen quality assurance and consistency of practice by:** - Embedding the five-level QA framework across partners - Introducing Invision 360 for EHC plans and annual reviews - Establishing routine reporting to PAIG on the quality of advice, plans and reviews **Build the foundations for cultural and behavioural change by:** - Improving visibility of quality and consistency across the system - Strengthening the link between audit, governance and practice improvement - Beginning to build workforce confidence through clearer expectations and shared approaches	**Embed shared expectations for inclusive practice across the system by:** - Implementing the Inclusion and Belonging Strategy consistently across services and settings - Reinforcing shared principles and expectations through leadership, communication and delivery - Strengthening alignment across SEND Reform, Families First and Best Start **Strengthen workforce confidence and practice by:** - Embedding ongoing workforce development, peer learning and leadership support - Continuing delivery of the Building Relational Schools programme (target of 170 settings by 2028) - Supporting services and settings to apply inclusive practice more consistently **Embed quality assurance and continuous improvement by:** - Extending Invision 360 across the wider partnership - Expanding QA activity to include annual reviews and partner advice - Using audit findings more consistently to inform practice improvement	**Embed inclusive culture and behaviours as business as usual by:** - Ensuring a shared understanding of inclusive practice across all services and settings - Maintaining consistent expectations and reducing variation in practice - Sustaining alignment with wider system reform **Sustain a confident and capable workforce by:** - Embedding ongoing leadership, learning and development as core system functions - Continuing delivery of the Building Relational Schools programme (target: 255 settings by 2029) - Ensuring practitioners feel confident to meet needs earlier and locally **Embed quality assurance and system improvement by:** - Embedding Invision 360 and the five-level QA framework as routine practice - Ensuring audit, feedback and governance drive continuous improvement - Using data, QA and feedback to inform workforce planning, practice and decision-making

		Local roadmap for the next 3 years		
		2026/27	2027/28	2028/29
Enabler	**Data and Intelligence**	• Expand use of Synergy to improve access to SEND data, including school and provider information such as attendance • Further develop case management recording for SEND support services, including Educational Psychology • Develop the child-level data model to strengthen understanding of need and demand	• Integrate child-level data with placement, commissioning and outcomes information • Use improved data and dashboards to support forecasting and planning across the system • Improve access to information for stakeholders through better system integration	• Operate a mature child-level data model as business as usual • Maintain reliable intelligence to support forecasting, planning and continuous improvement • Continue to review and refine data models to meet emerging needs
Enabler	**Finance**	• Expand Synergy to include SEN finance information • Improve visibility of SEND spend alongside demand and activity • Strengthen the evidence base to support financial planning and assurance of value for money and savings at an individual child level	• Integrate financial information with demand, placement and sufficiency data • Enable leaders to track spend, value for money and outcomes together • Strengthen links between financial planning, commissioning and delivery	• Operate integrated SEND financial information as business as usual • Use financial intelligence routinely to support commissioning, sufficiency and sustainability • Maintain a reliable evidence base for long-term financial planning
Enabler	**Performance and Systems**	• Establish integrated reporting across performance, finance and demand • Use improved data to monitor delivery, understand variation and support programme assurance • Strengthen system oversight through regular reporting into governance	• Integrate performance, commissioning and placement information into dashboards • Use performance information more routinely to support decision-making and prioritisation • Further develop contract management and commissioning systems • Explore and implement AI-enabled tools to support recording and information sharing	• Embed data, performance and system tools as business as usual • Ensure systems provide a reliable evidence base for assurance and continuous improvement • Maintain routine system review and horizon scanning to ensure tools remain fit for purpose

		Local roadmap for the next 3 years		
		2026/27	2027/28	2028/29
Success Measure	**1. Our children with SEND are attending education and being included more.**	**Persistently Absent (2025/2026)** With EHCP = 37.9% Without EHCP = 26.1% **Severely Absent (2025/2026)** With EHCP = 11.5% Without EHCP = 4.3% **Permanently Excluded (2025/2026)** With EHCP = 0.166% Without EHCP = 0.466% **Not in Education, Employment or Training** 574 **Elective Home Education (EHE)** 570 **EOTAS (April 2027)** with EHCP = 629 without EHCP = 507 **Children sharing themes of not feeling listened to or their concerns not being taken seriously** = 30% **Children sharing more positive experiences of support within mainstream schools** = 35%	**Persistently Absent (2026/2027)** With EHCP = 35.4% Without EHCP = 23.8% **Severely Absent (2026/2027)** With EHCP = 10.5% Without EHCP = 3.3% **Permanently Excluded (2026/2027)** With EHCP = 0.133% Without EHCP = 0.433% **Not in Education, Employment or Training** 550 **Elective Home Education (EHE)** 540 **EOTAS (April 2028)** with EHCP = 579 without EHCP = 357 **Children sharing themes of not feeling listened to or their concerns not being taken seriously** = 24% **Children sharing more positive experiences of support within mainstream schools** = 42%	**Persistently Absent (2027/2028)** With EHCP = 32.9% Without EHCP = 21.1% **Severely Absent (2027/2028)** With EHCP = 9.5% Without EHCP = 2.3% **Permanently Excluded (2027/2028)** With EHCP = 0.1% Without EHCP = 0.4% **Not in Education, Employment or Training** 2028/2029 530 with 2029/30 = 500 (projected) **Elective Home Education (EHE)** 510 **EOTAS (April 2029)** with EHCP = 529 without EHCP = 307 **Children sharing themes of not feeling listened to or their concerns not being taken seriously** = 18% **Children sharing more positive experiences of support within mainstream schools** = 50%
Success Measure	**2. More children are accessing specialist support services within mainstream education settings**	**Speech and Language or support workers** 5171 **Educational Psychologist or support workers** 2300 **Occupational Therapists or support workers** 816	**Speech and Language or support workers** 5860 **Educational Psychologist or support workers** 2800 **Occupational Therapists or support workers** 1020	**Speech and Language or support workers** 6550 **Educational Psychologist or support workers** 3500 **Occupational Therapists or support workers** 1224

		Local roadmap for the next 3 years		
		2026/27	2027/28	2028/29
Success Measure	**3. More children attending specialist provision within or attached to their local mainstream school**	**Enhanced Provision Units (2025/2026) =** 136 **Specialist Units (2025/2026) =** 106 **Waiting for a Special School Place (May 2026) =** 329	**Enhanced Provision Units (2025/2026) =** 176 **Specialist Units (2025/2026) =** 130 **Waiting for a Special School Place (May 2027) =** 219	**Enhanced Provision Units (2025/2026) =** 256 **Specialist Units (2025/2026) =** 154 **Waiting for a Special School Place (May 2028) =** 109
Success Measure	**4. Our parents and carers have more trust and more positive experiences of our local SEND system**	**Formal Complaints received from parents and carers about delays and decisions** 2028 = 76 Parents and carers reporting concerns about delays and waiting times = 50% Parents and carers reporting issues relating to poor communication = 37% Parents and carers reporting that mainstream schools cannot meet their child's needs = 34% *SEND Reforms Survey April/May 2026: 'Help shape SEND support in Nottinghamshire - 1620 responses from parents and carers* Parent Carer Forum representative continues as Co-Chair of the SEND Partnership Assurance and Improvement Group (PAIG)	**Formal Complaints received from parents and carers about delays and decisions** 2028 = 61 Parents and carers reporting concerns about delays and waiting times = 40% Parents and carers reporting issues relating to poor communication = 30% Parents and carers reporting that mainstream schools cannot meet their child's needs = 28% *SEND Reforms Survey April/May 2026: 'Help shape SEND support in Nottinghamshire - 1620 responses from parents and carers* Parent Carer Forum representative continues as Co-Chair of the SEND Partnership Assurance and Improvement Group (PAIG)	**Formal Complaints received from parents and carers about delays and decisions** 2028 = 46 Parents and carers reporting concerns about delays and waiting times = 30% Parents and carers reporting issues relating to poor communication = 23% Parents and carers reporting that mainstream schools cannot meet their child's needs = 20% *SEND Reforms Survey April/May 2026: 'Help shape SEND support in Nottinghamshire - 1620 responses from parents and carers* Parent Carer Forum representative continues as Co-Chair of the SEND Partnership Assurance and Improvement Group (PAIG)
Success Measure	**5. School leaders are more confident that our local SEND system can meet our children's needs earlier**	**School Leaders' Survey Confidence** Average response 6/10 (Feb 2027, Head Teachers and SENCOs) **Schools/education settings completed the Nottinghamshire Building Relational Schools Programme** = 234 (May 2027)	**School Leaders' Survey Confidence** Average response 7/10 (Feb 2028, Head Teachers and SENCOs) **Schools/education settings completed the Nottinghamshire Building Relational Schools Programme** = 251 (May 2028)	**School Leaders' Survey Confidence** Average response 8/10 (Feb 2029, Head Teachers and SENCOs) **Schools/education settings completed the Nottinghamshire Building Relational Schools Programme** = 267 (May 2029)

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What will the local area partnership deliver in the first year?

2026-27 Local delivery plan				Q2		Q3		Q4	
Workstream	*Responsible lead*	*Which Partnership Outcomes does this support?*	*Success Measures*	*Milestones*	*Target trajectory*	*Milestones*	*Target trajectory*	*Milestones*	*Target trajectory*
Building Block: Strengthening Inclusion Across Education Settings									
Experts at Hand	Head of SEND Head of Service Multi-Agency Alternative Provision Team DCO Principal Educational Psychologist	**2:** Children and young people receive the right support earlier, with easier access to support and intervention **3:** More needs are met locally through inclusive mainstream provision, reducing reliance on specialist, alternative and out-of-area placements	2. More children are accessing specialist support services within mainstream education settings	Multi-agency Experts at Hand working group to be established incorporating previously existing Springboard SENCO Working Group. Recruitment of additional project staff to support Experts at Hand working group. Dynamic recruitment programme established and job descriptions approved for all new roles Staffing decisions approved withing LA, ICB and providers SALT specification agreed at Joint Strategic Commissioning Group Initiate SALT system assessment from Balanced System Model Establish Multi-Agency Alternative Provision Team with new Head of Service and combined workforce Establish working group to identify evidence-based programmes to be delivered by EAH assistants and Best Start Inclusion Practitioners Initial recruitment of EAH workforce Establish additional strategic capacity for Family and District SENCOs	*Recruitment of additional* *5 Strategic Leads* *10 Assistant EPs* *10 Assistant SALT/OT* *1 SALT business support* *5 MD support workers*	Evidence-based interventions to be agreed and begin training of new assistant practitioners to deliver. Roll out SLCN app to all schools to support screening and intervention planning. Increased time for Family and District SENCOs to begin. Establish Multi-agency Inclusion team for Children Out of School, Early Years and Post 16 and Families of Need in greatest area of need. OT mapping activity to assess existing system capacity and gaps for new provision. Special School outreach offer agreed and planned for 26/27 academic year.	*Recruitment of additional* *2 EPs* *10 Assistant EPs* *12.5 SALT* *10 Assistant SALT/OT* *5 MD support workers* *4 Specialist Teachers* *2 Specialist Teaching Assistants* *2 OTs* *Number of CYP without EHCP or specialist placement supported* *EP - 1352* *SALT - 4223* *OT - 714*	Plan for proposed re-commissioning of SALT services across City and County finalised, for consideration by Joint Strategic Commissioning Group. Rolling out link Multi-agency Inclusion team for all Families of Schools working towards full coverage in Q4 i.e. each Family of Schools to have a link EP, link specialist teachers, link SALT and link assistant specialists delivering group intervention. Proposed OT service model for Year 2.	*Recruitment of additional* *2 EPs* *10 Assistant EPs* *12.5 SALT* *10 Assistant SALT/OT* *5 MD support workers* *2 OTs* *Number of CYP without EHCP or specialist placement supported* *EP - 2300* *SALT - 5171* *OT - 816*
Early Help and Family Hubs (Hub and Spoke) *(cross-over with Best Start in Life Reform Strategy)*	Head of SEND Head of Family Hubs Senior Public Health and Communities Manager Strategic Lead - Transitions	**1:** More children and young people with SEND attend, belong, achieve and thrive in their local communities. **2:** Children and young people receive the right support earlier, with easier access to support and intervention	1. More children are accessing specialist support services within mainstream education settings 4. Our parents and carers have more trust and more positive experiences of our local SEND system	Establish cross-reform governance with Families First and Best Start to integrate local reform activity Develop key messages and engagement materials for practitioners and families. Early engagement with Early Years Area SENCO network Establish delivery group to assess sufficiency of current level of childcare provision and availability of specialist SEND Places for 0-5s Develop locality based early identification pathways, linking with District Inclusive Practice Teams Set up recruitment programme and write job descriptions for Best Start Inclusion Practitioners, secure staffing decision approval within local authority Identify evidence-based interventions to be delivered by Best Start Inclusion Practitioners and Early Years settings	*Baseline established for Early Help access by children 0-5 with emerging SEND* *2 priority districts/families of schools selected covering 25% of County demand with Early years* *Early Help SEND Pathway agreed*	Deliver awareness and engagement activity across schools, settings and services Promote earlier access to support through pathway and the graduated response Share examples of successful early intervention and prevention approaches Launch Early Help SEND Pathway in 2 priority districts Evidence-based interventions agreed and begin training of practitioners to deliver in priority localities Establish Multi-agency Inclusion team for Early Years and Strategic Lead for Transitions to support the Best Start Strategy.	*150 families supported through coordinated SEND Early Help pathway.* *50% of practitioners trained and using pathway.* *100% of Best Start Inclusion Practitioners recruited* *3 Managers* *17 Practitioners*	Progress and impact of pathway reviewed at PAIG Roll out to 7 districts and all families of schools	*250 families supported by Best Start Inclusion Practitioners and Multi-Agency Inclusion Team* *Parent confidence improves by 10%* *Practitioner confidence improves by 10%* *10% reduction in requests for EHC Needs assessments for 0-5 without prior Early Help intervention.* *80% of practitioners trained and using the pathway*

2026-27 Local delivery plan				Q2		Q3		Q4	
Workstream	*Responsible lead*	*Which Partnership Outcomes does this support?*	*Success Measures*	*Milestones*	*Target trajectory*	*Milestones*	*Target trajectory*	*Milestones*	*Target trajectory*
Preparing for Adulthood	Head of SEND Head of PFA Post 16 Education Providers Network Lead Strategic Lead - Transitions	**1:** More children and young people with SEND attend, belong, achieve and thrive in their local communities. **2:** Children and young people receive the right support earlier, with easier access to support and intervention	. Our children with SEND are attending education and being included more.	Establish Preparation for Adulthood SEND governance arrangements with delivery group reporting into PAIG. Confirm baseline measures for EET, NEET, supported internships and independent travel training. Map local and out-of-area post-16 pathways and identify gaps in provision, progression routes and employment opportunities. Strengthen annual review processes to ensure Preparation for Adulthood outcomes are embedded from Year 9 onwards. Develop a multi-agency Preparation for Adulthood action plan covering employment, independent living, community inclusion and health and wellbeing. Review supported internship capacity, employer engagement arrangements and independent travel training provision to inform future expansion plans. Improve information, advice and transition support for young people and families navigating post-16 pathways.	*SEND NEET 574 (lower than projected)* *Supported internships baseline confirmed at 50 learners* *Independent travel training baseline to be confirmed* *Baseline established for annual reviews including PfA outcomes.* *Outreach offer from specialist Post-16 providers agreed*	Preparation for Adulthood outcomes embedded within EHCP annual review processes. Employer engagement activity expanded. Supported internship pathways strengthened. Independent travel training programme expanded. Post-16 pathway review completed Deliver awareness and engagement activity across schools, settings and service, parents, carers, children and young people Establish Multi-agency Inclusion team for Post-16 and Strategic Lead for Transitions to support the PfA pathway.	*SEND NEET 574 (lower than projected)* *Supported internships maintained 50 learners* *Independent travel training increases by 10 participants.* *Increased annual reviews recording PfA outcomes.* *Increased employer engagement activity.*	Preparation for Adulthood implementation reviewed. Expansion priorities agreed for internships, travel training and employment pathways. Transition planning strengthened across education, health and social care. Year 2 development priorities agreed.	*SEND NEET projected reduction to 550.* *Supported internships increase to 60 learners* *Independent travel training maintained at 20 participants.* *Increased annual reviews including PfA outcomes.* *Improved post-16 pathway planning and participation.* *Early evidence of improved Preparation for Adulthood outcomes.*
Building Block: Access to specialist support and local placements									
Local Placements .	Head of SEND Head of Education Quality, Provision and Effectiveness Senior Local Authority Finance Partner	1. More children and young people with SEND attend, belong, achieve and thrive in their local communities. 3.More needs are met locally through inclusive mainstream provision, reducing reliance on specialist, alternative and out-of-area placements	3.More children attending specialist provision within or attached to their local mainstream school	Embed governance for SEND place planning Refresh SEND sufficiency modelling, demand forecasts and place planning assumptions using updated SEND Cohort data Review local provision capacity and future demand requirements Align capital planning, commissioning and investment decisions to forecast need Confirm local priorities for Enhanced Provision Units and Specialist Units and specialist provision development Finalise proposals for additional local specialist capacity Complete district test and learn sites and high-cost case review Implement redesigned SEND decision-making processes and panels	*5 new Enhanced Provision Unit sites identified*	Inclusion base expansion programme mobilised Specialist provision development programme underway Capital projects and commissioning activity initiated Local provision development plans agreed with education partners Progress monitored through Strategic Schools Place Planning Board and PAIG Agree wider district rollout model; use test-and-learn findings to refine placement pathways	*Enhanced Provision Units Maintained at 96 children* *SEND Unit maintained at 82 children* *Special school places maintained at 1449* *Satellite Special Schools increased to 2 Sep 2026* *Current number of CYP without a special school place maintained at 439* *Evidence of specialist placement decision-making being informed by child level data and need*	Initial inclusion base and specialist provision developments operational where feasible Sufficiency programme progress reviewed Local capacity developments monitored and evaluated Transport demand and placement trends reviewed Year 2 expansion priorities agreed	*Children accessing Enhanced Provision Units (non EHCPs) 2026/2027 - 136* *Children in Specialist Units (with EHCPs) 2026/2027 – 106* *Special School places increase by 432* *Current number of CYP without a special school place 329* *Improved confidence in local planning assumptions and commissioning decisions reported by school leaders* *Early evidence of improved High Needs Block sustainability with reduction in forecast overspend*

2026-27 Local delivery plan				Q2		Q3		Q4	
Workstream	*Responsible lead*	*Which Partnership Outcomes does this support?*	*Success Measures*	*Milestones*	*Target trajectory*	*Milestones*	*Target trajectory*	*Milestones*	*Target trajectory*
Building Block: System leadership, local partnership collaboration and co-production									
Please also see Section 4: Governance and our Infographic 11: Nottinghamshire SEND Governance Structure and Escalation Processes which support this activity									
Voice and Experience Workstream	Head of Parent Carer Forum Head of SEND	1.More children and young people with SEND attend, belong, achieve and thrive in their local communities. 2.Children and young people receive the right support earlier, with easier access to support and intervention. 3.More needs are met locally through inclusive mainstream provision, reducing reliance on specialist, alternative and out-of-area placements.	**Success Measure** Our children with SEND are attending education and being included more Our parents and carers have more trust and more positive experiences of our local SEND system	Prepare a communications plan for the SEND Reforms Local Plan Begin Local offer and SEND Journey Map refresh Embed Voice and Experience Group reporting into PAIG; map feedback and participation routes; Establish year-one survey baseline Establish CYP participation mechanisms and engagement opportunities. Agree CYP representation within SEND governance structures. Introduce "You Said, We Did" approach.	*Baseline established for complaints and feedback,* *Baseline established for CYP participation activity.* *Baseline established for Parent/CYP confidence survey and SEND Reform survey* *Co-production framework agreed.* *CYP participation arrangements established* *Baseline established for SENDIASS feedback*	Introduce regular “You said, we did” reporting Continue Local Offer and SEND Journey Map refresh; CYP participation embedded within SEND Reform workstreams. Deliver targeted engagement activities with children, young people and families. Gather feedback on SEND Reform implementation and local services using the Annual SEND Reform survey	*Feedback and participation are more visible in governance. Stronger evidence that children, young people and families influence delivery* *CYP participation embedded within reform workstreams.* *Publish first "You Said, We Did" updates* *Maintained complaints received from parents and carers about delays and decisions within statutory SEND processes = 92 or less* *Maintained Parents and carers reporting concerns about delays and waiting times* *April/May 2026 SEND Reforms Survey = 60%* *Maintained Parents and carers reporting issues relating to poor communication* *April/May 2026 SEND Reforms Survey = 45%* *Maintained Parents and carers reporting that mainstream schools cannot meet need* *April/May 2026 SEND Reforms Survey = 40%*	Complete six-month review of the Voice and Experience plan; Review impact of CYP participation and co-production activity. Use participation findings to shape Year 2 priorities. Strengthen engagement with under-represented groups. Publish annual co-production impact report. Publish refreshed Comms and Engagement plan within the Inclusion and Belonging Strategy 2027-2031 Local Offer and SEND Journey Map refresh completed	*Early positive movement from Parent/CYP confidence baseline.* *CYP voice demonstrably influencing decision-making and service improvement.* *Increased participation across governance, service design and evaluation activity.* *Evidence of co-produced improvements implemented.* *Regular ‘You Said, We Did’ Updates published* *Reduced complaints received from parents and carers about delays and decisions within statutory SEND processes = 76 or less* *Parents and carers reporting concerns about delays and waiting times 50% or less* *Parents and carers reporting issues relating to poor communication* *37% or less* *Parents and carers reporting that mainstream schools cannot meet need* *34% or less*
Data, Finance and Performance Workstream	Director for Education, Learning and Inclusion Senior Data Partners NCC and ICB	More joined up systems to track progress towards all 3 partnership outcomes	More joined up systems to track progress towards all 5 Success Measures	Expand use of Wonde - Synergy to improve efficiency of non-statutory SEND processes e.g. SEND funding requests, service involvement through Springboard, Family SENCO role. Develop Synergy case management recording for non-statutory SEND support services, including Educational Psychology Develop the child-level SEND Cohort data model to strengthen understanding of need and demand Establish integrated reporting across performance, finance and demand Use improved data to monitor delivery, understand variation and support programme assurance Review the System Information Dashboard and establish regular reports within SEND Governance Structures.	*New SEND Cohort Data set to be used for all forecasting within DfE quarterly reporting on SEND Reforms* *SEND placements, finance and outcomes to be tracked and forecast at a child level* *Regular data report to be reviewed 6 weekly by PAIG* *SEND Reform Data Officer appointed*	Improved regular use of the SEND Cohort Data and shared System Information Dashboard within Inclusion and SEND board and SEND Governance. Explore information sharing agreement to support child-level data sharing within the Partnership CYP System Information Dashboard.	*Improved forecasting of pupil numbers in specialist provision and alternative provision using SEND Cohort data set* *All Family SENCOs to have access to Synergy for Family of Schools.* *Transition of case management recording for non-statutory SEND services to Synergy underway* *Case management tool for forecasting EP assessment waiting times available*	An established forecasting methodology taking into consideration future reform actions and a set of forecasts which are periodically reviewed. This will provide the year one evidence base needed to monitor delivery, understand variation and support stronger programme assurance, even where direct outcome impact is not yet expected.	*Evidence improved visibility of demand, performance and cost drivers, with better forecasting and more reliable partnership reporting.* *Synergy to be in use for non-statutory SEND services case management* *SEND funding forms, service request forms and parental consent for involvement forms to be built within Synergy.* *School SENCOs reporting reduced workload linked to implementation of Wonde-Synergy*

2026-27 Local delivery plan				Q2		Q3		Q4	
Workstream	*Responsible lead*	*Which Partnership Outcomes does this support?*	*Success Measures*	*Milestones*	*Target trajectory*	*Milestones*	*Target trajectory*	*Milestones*	*Target trajectory*
Building Block: Encouraging inclusive culture and behaviours									
Inclusive Mainstream .	Director for Education, Learning and Inclusion Head of Parent Carer Forum Director for Help, Care and Protection Director of Quality, Safeguarding, CHC & Partnerships	1 More children and young people with SEND attend, belong, achieve and thrive in their local communities. 2.Children and young people receive the right support earlier, with easier access to support and intervention. 3.More needs are met locally through inclusive mainstream provision, reducing reliance on specialist, alternative and out-of-area placements	Our children with SEND are attending education and being included more More children are accessing specialist support services within mainstream education settings More children attending specialist provision within or attached to their local mainstream school Our parents and carers have more trust and more positive experiences of our local SEND system School leaders are more confident that our local SEND system can meet our children's needs earlier	Launch Ordinarily Available Provision guidance Complete SENCO mapping to understand capacity, skills and local expertise Develop and launch a shared inclusion statement across education, health and care. Begin Belonging and Inclusion Strategy 2027-2031 Align inclusion expectations with OAP, Experts at Hand and governance arrangements. Agree inclusion training for leaders across education, health and care Continue implementation of the five-level QA framework and Invision 360 for EHC Plans Establish baseline measures for workforce confidence and inclusion culture across the SEND Partnership workforce	*Shared inclusion statement across education, health and care published* *Early leadership engagement and training delivered.* *Inclusion expectations communicated across partner organisations.* *Workforce confidence baseline established.* *Inclusion measures incorporated into governance and reporting arrangements.* *QA reporting from the Quality Assurance Steering Group into the PAIG*	Launch Targeted Provision guidance Continue Building Relational Schools programme rollout Agree inclusion-focused workforce development programme Share examples of effective inclusive practice across schools, settings and services through District Inclusive Practice Teams Promote leadership ownership of inclusion through governance and professional networks. Review workforce confidence findings and identify improvement priorities. Strengthen the use of audit findings to improve practice; extend QA activity to annual reviews and partner advice	*Workforce confidence and consistency continue to improve.* *Stronger evidence that QA findings are driving practice change.* *Increased participation in inclusion workforce development activity.* *Increased visibility of effective inclusive practice.* *Improved workforce understanding of inclusion responsibilities.* *Inclusion improvement priorities identified across the partnership.* *Schools that have completed our Building Relational Schools Programme = 226 schools/settings.*	Review year-one QA findings and culture activity; confirm 2027/28 priorities for embedding inclusive behaviours, leadership support and relational practice. Review impact of inclusion culture activity. Embed inclusion expectations within workforce development and leadership programmes. Use workforce feedback to inform Year 2 priorities. Publish examples of impact and effective practice	*Increased workforce confidence from baseline.* *Increased evidence of inclusive practice across settings and services.* *Increased leadership ownership of inclusion.* *Inclusion recognised as a shared responsibility across education, health and care.* *Headteacher Survey: How would you rate your current confidence in the Nottinghamshire Graduated Response process in being able to identify and meet SEND at an early stage? (0 = not at all confident, 10 = entirely confident)* *Average response 6/10 (Feb 2027, Head Teachers and SENCOs)* *Schools that have completed our Building Relational Schools Programme = 234*

Projected Investment Spend per quarter	Q2 (£)	Q3 (£)	Q4 (£)
Category 1 – Workforce		2,232,266.50	2,232,266.50
Category 2 – Workforce Training and Development incl. Digital	794,213		
Category 3 – Programme Oversight/Additional Leadership Capacity	157,040	157,040	157,040
Category 4 – Project Support – Project Management, Recruitment, Data	92,733	92,733	92,733
Total Spend	1,043,986	2,482,039.50	2,482,042

Infographic 10: Experts at Hand - Year 1 Costs

Role	How many full time people?	Total Cost (incl. oncosts)	Total June-April
Workforce – Multi-Agency Inclusion Teams			
Specialist Educational Psychologist	4	£87,729	£231,605
Assistant Educational Psychologists	30	£48,444	£959,191
Specialist Teachers	4	£74,569	£196,862
Teaching Assistant	2	38402	£50,691
Family SENCOs (Specialist Teachers)	1	60,000	£60,000
SALT	3	85,688	£169,662
SALT	9	73,094	£434,178
SALT	13	59,436	£509,961
SALT/OT (MDT) Assistants	30	£52,349	£1,036,510
Multi-disciplinary support workers	10	£52,349	£345,503
SALT Business Support	1	£41,631	£27,476
Occupational Therapist (OT)	4	54,821	£144,727
Workforce – Advanced Practitioners/Strategic Leads/Clinical Lead (Partnership)			
Speech Langauge Communication Needs (Speech and Languag	1	£100,635	£66,419
Neurodevelopmental/Communication & Interaction	1	£87,783	£57,937
Social Emotional and Mental Health	1	£87,783	£57,937
Sensory Needs (Occupational Therapist)	1	£87,783	£57,937
Transition (Early Years/Post 16)	1	£87,783	£57,937
Total			£4,464,533
Workforce Training and Development incl Digital			
Digital Speech & Language Support (Verbo app for all schools)	1	£250,000	£250,000
Intervention Programmes and Resources	1	£394,213	£394,213
Special School Outreach Support	1	100,000	£100,000
Parent Carer Forum Project Support	1	50,000	£50,000
Total			£794,213
Experts at Hand Workforce Total			***£5,258,746***
Programme Oversight/Additional Leadership Capacity			
Head of Service - Multi-agency Alternative Education Team and E	2	100,000	£132,000
Team Manager - Multi-agency Alternative Education Team	1	65,335	£43,121
SEND Data Consultant	120	800	£96,000
The Balanced System - System Consultation and Assessment	1	200,000	£200,000
Total			£471,121
Programme Support – Project Management, Recruitment, Data			
Project Manager	1	£58,000	£38,280
Project Officer	2	£48,000	£63,360
Data Officer	1	£58,000	£38,280
Recrtuitment Officer	1	£58,000	£38,280
Comms and Co-production Campaigns	1	100,000	£100,000
Total			£278,200
Transformation Total			***£749,321***
Overall Total			**£6,008,067**

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

We will deliver the first-year plan through our **Inclusion and SEND Transformation Programme** and our delivery groups identified working together across education, health and care as one local partnership (please see Infographic 9 - How We Will Deliver This Change). The delivery of the SEND Reform will have close alignment with other local and national reforms identified in "9. Dependencies'", but with a particular focus The Families First and Best Start in Life reform programmes.

Existing programme management resource will be extended to include:

- 1 Programme Manager
- 5 Project Managers
- 6 Programme Officers
- 1 Recruitment Officer
- 1 Data Officer

Additional leadership capacity for programme oversight, system mapping and development and establishment of a Multi-Agency Alternative Education Team will be provided through Head of Service and Team Leader roles within the local authority and external consultancy capacity. The programme is overseen by the Inclusion and SEND Transformation Board comprising of local authority Education leadership and key partners within finance, commissioning, transformation, communications, HR and Transport. Extending the board to include ICB partners will enable oversight of the reform delivery.

An overview of how our **Inclusion and SEND Transformation Programme connects into our wider SEND Partnership governance structures** can be found here – Infographic 11: Nottinghamshire SEND Governance Structure & Escalation Processes.

We have already strengthened our foundations through changes to our statutory SEND service and by creating a **SEND Partnership Team**. This gives us **a stronger base to coordinate reform work** alongside our day-to-day responsibilities, with clear milestones, accountability, defined delivery roles and responsibilities, and regular review of progress. We will continue to monitor workforce capacity, including specialist roles, as part of delivery oversight to ensure sufficient capacity is in place to deliver reform priorities.

We will use our existing partnership groups to keep delivery on track, including our delivery groups, **the Partnership Assurance and Improvement Group and the SEND Executive Leadership Group**, with continued **independent scrutiny**. These groups will help us check progress, identify risks early, remove barriers and stay focused on the difference the plan is making for children and young people. We will also draw on **support from corporate services across the Council and partnership**, including finance, commissioning, workforce development, digital, legal, communications and performance. This will help us make good decisions, use resources well, support workforce capacity and sustainability, and keep pace with delivery.

We **recognise the risks initially around recruitment to the additional workforce capacity** and then sufficiency and sustainability. In the first 12 months we will recruit to five strategic/clinical lead posts; Speech and Language Therapy (Advanced Practitioner Role), Occupational Health, Social Emotional and Mental Health, Neurodiversity and Transitions. These roles would **drive forward the strategy and delivery for the**

identified areas of need across the Local Area Partnership in relation to workforce recruitment, development, retention and sustainability, evidence-based practice models and approaches through an accessible structured support offer for all education settings including early years and post 16.

We will **continue to improve how we use data, information and digital tool**s so that we can see clearly whether the plan is making a difference. We will build on our shared dashboard, child-level data and digital tools to bring together information about performance, quality, feedback from children, young people and families, and financial and sufficiency pressures. This will help us track progress against milestones and measures, support quality assurance and inform decision-making across the partnership. It will also help us keep a close eye on areas such as EHCP and specialist assessment timeliness, annual reviews, attendance, exclusions, placement trends and the use of independent provision. By using this information effectively across the partnership, **we will better understand where pressures are building and respond more quickly where progress is off track.**

7. Other Funding

Where we are now

Please see Appendix 6 - Types of Educational Provision for Children with SEND in Nottinghamshire

- Most children and young people with SEND in Nottinghamshire are supported in mainstream settings, with around **17,440 children supported through SEN Support and around 4,000 receiving high needs top-up funding.**
- We already have a continuum of provision that includes in-school support hubs, Enhanced Provision Units, SEND Units, satellite special school provision, maintained special schools, academies and alternative provision.
- Capital projects are identified and explored through the NCC SEND Place Planning Group (Estates, Place Planning, ARC, Education and SEND Teams) Chaired by Head of Service Education, Quality, Provision and Effectiveness based on projected need in each District
- **Project Initiation Document approved by Cabinet Member for Education and SEND** and sent to Strategic Place Planning Board for approval for feasibility Chaired by Director of Education Learning and Inclusion
- Decision to progress the project made by Economic Development and Asset Management chaired by the Cabinet Member for Economic Development & Asset Management
- We know that the **current landscape is still too complex and that access to the right support is not yet consistent enough across localities**. We also know that long journeys and reliance on higher-cost independent provision place pressure on children, families and the wider system and **we have around 400 children waiting for specialist provision outside of a mainstream setting**.

Plans for the next 12 months

- We will **use high needs capital to strengthen inclusion, increase local capacity and improve access to the right provision in the right place**. Our approach is to use capital investment to build a clearer continuum of provision across mainstream, inclusion bases and specialist settings, so that more children and young people can be supported closer to home.
- We will **use capital investment to improve the suitability of the mainstream estate** through adaptations such as ramps, lifts, breakout spaces, sensory areas, accessible hygiene facilities and assistive technology.
- We will **increase local specialist capacity where this is necessary**, including the 160 new places at Horizons Academy in Mansfield from January 2026,
- We will continue to engage relevant multi-academy trusts, schools and providers through our SEND Place Planning Group, special school trust board and wider partnership arrangements so that **capital investment is aligned with local need, travel patterns and value for money.**
- We have launched our **co-produced Alternative Provision Commissioning Framework** to align with the three tiers identified in the White Paper, to seek to secure improved access to high-quality Alternative Provision places particularly in areas of the County that currently have limited access and are exploring private capital investment opportunities.
- We are an Authority who was awarded a special free school but is now receiving a capital payment as an alternative. This funding will enable us to **expand two of our existing special schools and to invest in additional mainstream school-based SEND/Satellite Units.**
- We will continue to **work collaboratively with Portland College (post 16)** on future development plans.

- We will continue to **build our partnership with Nottingham City** to promote routes to work, including **Supported Internships**, for our young people with SEND.
- Through this work, we want **more children and young people to be supported locally, fewer families to face long journeys**, and less reliance on independent provision where local solutions can meet need appropriately.

8. System partner and stakeholder engagement, and co-production

This plan, alongside our SEND Maturity Assessment, has been **developed with partners, parents, carers, children and young people**, building on the strong foundations of our local area partnership. We will continue this collaborative approach during implementation, with **co-production and shared responsibility across education, health and care.**

We have used our established governance arrangements and a newly created SEND Reform Working Group, with representation from across education, health and care has led the development of the Reform Plan, with oversight from the SEND Executive Leadership Group and the PAIG. A key element has been the **SEND Reform Maturity Assessment**, where partners worked together through interactive sessions to review evidence and agree Nottinghamshire's position across the maturity continuum, building **a shared understanding of strengths, pressures and priorities.**

Two partnership webinars have brought together **over 200 colleagues across services to validate findings and shape priorities**. Alongside this, three surveys gathered views from parents and carers, children and young people, and professionals. A total of 769 responses were received, including **540 from parents and carers, 148 from professionals and 81 from children and young people**. These insights have **directly shaped the plan**, including informing priorities around early support, inclusion in mainstream settings and improved communication with families. For example, feedback from families and professionals has strengthened the focus on earlier intervention through Experts at Hand and clearer communication through Ordinarily Available Provision. **We will continue to share what we heard and how it has influenced decisions through clear "you said, we did" feedback loops.**

The Voice and Experience Group, reporting into PAIG, brings together the Parent Carer Forum, youth service and partners across services, providing a structured approach to co-production. This group is in its infancy, but the surveys used to shape this plan will form the basis to **develop a consistent framework** for capturing and responding to the **views of parents and carers, children and young people**, ensuring their input **influences both strategic priorities and service design** and creating you said we did feedback loops. The group will draw on the voices and experiences across the system, for example the Youth Forum from Nottinghamshire Health Care Trust are attending our next meeting. We took part in the East Midlands RIIA Peer Challenge, and this has informed our work plan for this group.

Delivery of our Reform Plan will be co-produced through established partnership structures, including PAIG, delivery groups and the Voice and Experience Group. Schools and settings will be engaged through Families of Schools, SENCO networks, Springboard meetings, local forums and trust-level engagement, including direct engagement with multi-academy trust leaders. **Our existing forums include mainstream, special and early years settings, alternative provision, further education and post-16 providers**, including those outside Nottinghamshire attended by our young people, with a strengthened focus on FE engagement to support preparation for adulthood and consistent pathways beyond school. Focussed work will be undertaken by the Voice and Experience Group to ensure the partnership captures the views, experiences and insights from seldom heard groups. **We recognise the need to strengthen engagement with the voluntary sector, independent special schools and smaller alternative providers.**

We review our **SENDIASS data at quarterly contract review meetings, we will strengthen the use of this data to support families to understand reform changes,** contribute to engagement activity and resolve concerns at an early stage. We will strengthen the voice of children and young people through the Pioneers Youth Forum and targeted engagement, particularly around transitions and reform priorities. Surveys, workshops, co-production activity, supported by clear feedback loops, will ensure f**amilies and young people can see how their views have influenced decisions, including regular updates through partnership communications, engagement events and published feedback**

summaries.

Alongside this, we will s**trengthen early dispute resolution arrangements, supporting families and settings to resolve concerns through advice, mediation and co-production wherever possible**. In our Statutory SEND Service, we have a dedicated Advanced Practitioner for Complaints to ensure our parents and carers are responded to as quickly as possible to have resolve concerns at the earliest opportunity and so that we can learn from identified themes.

In our first 12 months we will work closely with our parent and carer groups so that their **knowledge and lived experience informs the delivery of our Experts at Hand model** particularly in relation to how parents and carers will access the additional support and what they might expect the impact to be for them and their children. We will r**eview our Partnership Communication Strategy with the Parent Carer Forum to reflect the growing maturity of our co-production and participation and our Reform priorities**. We also welcome support from the Department for Education in engaging education leaders and parent carer representatives through summer term events to strengthen shared understanding and sustain confidence across the system.

9. **Risks and Mitigations (5 maximum risks)**

Please see the DfE Risk Matrix Guidance (Annex C) for information regarding RAG scoring
Please see our Infographic 11: Nottinghamshire SEND Governance Structure and Escalation Processes
For information on our dependency management processes, please see "9. Dependencies"

Risk	Impact	Likelihood	RAG	Mitigation	Residual RAG
Experts at Hand – ability to recruit to posts within the Multi-Agency Inclusion Team, including limitations in the available workforce, competition across areas and fixed-term recruitment timescales during 2026/27	Insufficient specialist workforce capacity limits the ability to implement the Experts at Hand model at pace and scale, reducing impact on early intervention and increasing pressure on mainstream settings and specialist services	Likely		• Phased recruitment and phased roll-out across 2026/27 • Skills mix approach, including assistant roles, to maximise recruitment potential • Targeted recruitment campaigns • Joint recruitment discussions with Nottingham City to reduce competition • Exploration of shared roles and joint posts across boundaries • Use of agency, locum and interim solutions during Year 1 • Prioritisation of existing workforce capacity (outreach, traded services) • Flexible roles and working models to support recruitment and retention • Development of "grow your own" pathways through assistant and trainee roles • Phased delivery so initial rollout does not rely on full staffing	
Delivering SEND reform, including recruitment to Experts at Hand, risks increasing pressure on an already stretched statutory SEND system, where rising demand and existing timeliness/waiting list challenges are already impacting capacity	The SEND system is already managing high volumes of EHC needs assessments, EHCPs and annual reviews, alongside existing waiting lists and backlog within statutory processes. Movement of staff into new roles, alongside continued demand growth, may further reduce capacity within statutory services. This risks increasing waiting lists and delays in meeting statutory timeframes and reduced system capacity to deliver both statutory functions and reform activity effectively	Likely		• Phased recruitment approach to minimise destabilisation of existing statutory services • Workforce planning across LA and health to manage internal movement and capacity • Use of backfill, agency and interim capacity where required • Clear prioritisation of statutory duties alongside reform delivery • Phased implementation aligned to workforce and system capacity • Alignment with existing SEND improvement activity to avoid duplication of pressure • Ongoing monitoring and challenge of statutory timeliness, waiting lists and backlog through governance • Oversight through SEND Executive, PAIG and Independent Scrutineer to manage demand, capacity, performance and risks	

Risk	Impact	Likelihood	RAG	Mitigation	Residual RAG
Risk of non-recurrent funding and sustainability	Inability to sustain reform activity beyond initial funding period, limiting long-term impact and system change	Likely		• Early planning for sustainability and mainstreaming of activity • Alignment with core budgets and commissioning cycles • Ongoing evaluation to demonstrate impact and inform future investment	
The pace of implementation may not allow sufficient time for whole-system culture change towards inclusive practice	Inclusion remains inconsistent across settings, limiting the effectiveness of reforms, reducing system wide confidence in mainstream provision and sustaining demand for EHCPs and specialist placements	Possible		• Clear Ordinarily Available Provision framework • Workforce development and training • Engagement through Families of Schools and SENCO networks • Exploration of leadership development for CEOs, Headteachers and Governors • Ongoing QA and peer challenge to drive consistency	
Wider system reform, including ICB restructuring, Local Government Reorganisation and national reform across health, social care, education and early help, impacts leadership capacity, commissioning arrangements, workforce and delivery of SEND reform	Changes to leadership structures, commissioning responsibilities, workforce and system priorities may reduce partner capacity, disrupt joint working and delay delivery of key elements such as multi-agency support, Experts at Hand and early intervention. This may affect access to therapies, neurodevelopmental pathways and locality-based provision	Possible		• Joint leadership through SEND Executive and PAIG • Alignment of SEND Reform with wider transformation programmes • Interim arrangements to maintain delivery during transition • Ongoing engagement with system leaders • Flexible and phased delivery approach	

10. Dependencies

Nottinghamshire's SEND Reform Plan sits within a wider programme of **national and local reform.** These reforms strive to **achieve better outcomes for children and young people with SEND**, but they also create dependencies that may affect pace and delivery. To mitigate this risk, we are taking **a whole-system approach**, aligning SEND reform with changes across health, local government, children's social care, early years and education so that **support is earlier, more joined up and more sustainable**. These dependencies are routinely considered through delivery planning, risk management and mitigation.

NHS reform is a key dependency, including the shift towards community-based care, digital transformation and prevention. Changes to ICB structures, commissioning and workforce capacity may affect access to therapies, neurodevelopmental pathways and the specialist support needed to deliver this plan, particularly Experts at Hand and earlier multi-agency support. We will manage this through joint leadership across our SEND Executive and PAIG that will ensure strategic oversight and mitigation of system risks that may impact on delivery. **Our Roadmap and Local Delivery Plan illustrate how we have taken these risks into account and mitigated them**. For example, we are working together with Nottingham City on our Experts at Hand Model to mitigate against risks to joint commissioning arrangements that may delay recruitment to roles and in relation to future planning for Local Government Re-organisation.

In addition, **Local Government Reorganisation** may affect leadership capacity, governance, commissioning, digital systems and budgets. This creates a risk to delivery across inclusion, sufficiency, workforce and data, especially SEND place planning, transport, commissioning and shared systems. We will manage this through clear accountability and **alignment with our corporate transition planning**.

Reforms to children's social care and early help, including the **Families First Partnership Programme, Best Start in Life and Family Hubs**, are closely aligned within our SEND roadmap. Together, they strengthen expectations around the five core principles of the SEND Reform **Early, Local, Fair, Effective and Shared**. This supports our ambition to provide the **right support, in the right place, at the right time** by strengthening earlier intervention, joined-up pathways, transitions into school, ordinarily available provision and the wider graduated response. These reforms create the conditions for needs-led provision, information sharing and partnership working, with direct implications for early help, Family Hubs, inclusive mainstream practice and alternative education. We will embrace the reforms and the opportunities for **system wide change through integrated leadership**, aligned delivery plans, locality arrangements and regular review of provision guidance, workforce development and quality assurance so that local delivery **makes best use of the investment given to us through the reforms and has the biggest impact for our children and families across Nottinghamshire.** An example of this is we will work across the reforms to understand the needs of our local communities by collating what we already know, identifying the gaps and strengthening our data. We will identify the interdependencies of the reforms for example the alignment of **Best Start Inclusion Practitioners in our Experts at Hand Model.** Our principle through our integrated approach will be services that are **valuable for all and vital for some with inclusion, attendance, belonging and achievement at the heart of our practice.**

Taken together, these reforms require **strong partnership leadership, clear governance and a flexible delivery approach**. We will manage these dependencies through shared oversight, integrated programme delivery, phased implementation and regular review of workforce, finance, commissioning, data and service performance through existing partnership governance, including the SEND Executive Leadership Group, PAIG, the Local Authority Operational Change Board, Corporate Leadership Team and the Nottingham City and Nottinghamshire Strategic Commissioning Group. The **Chief Executives of the Local Area Partnership will receive assurance on delivery and impact through our**

Independent Scrutineer, and in the first three months we will consider joint arrangements with our Safeguarding Children Partnership and Nottingham City SEND governance.

Section 3 – Monitoring and Evaluation

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

As a partnership, we will use the following **Monitoring Tools and Processes** to track delivery against our five success measures, understand whether reform activity is having the intended impact, and support live decision-making so that we can adapt delivery where progress is off track.

Our Partnership Shared Children and Young People System Information Dashboard
We will use our shared dashboard to bring together partnership-wide data across education, health, care, finance, sufficiency and lived experience. This will help us track progress against the five success measures, identify pressure early, test whether reform activity is being delivered as intended, and assess whether it is improving children and young people's experiences and outcomes.

- **Understanding need:** Monitor requests for EHC needs assessments, advice timeliness, plan volumes, waiting times, placement pressures, mediation and tribunal activity, and variation by age, locality and provision type.
- **Service delivery:** Implementation of Experts at Hand and other reform activity, including workforce deployment, access to specialist support, intervention delivery, local provision growth and progress against year-one milestones.
- **Quality:** Statutory timeliness, annual reviews, audit findings, complaints, compliments and family feedback. Quality assurance activity, including audit, dip sampling, moderation and practice review, will test whether standards are consistent and whether improvement actions are effective.
- **Child Outcomes:** Education attendance, exclusion, participation, transitions, preparation for adulthood, local placement trends and family confidence to assess whether reform is leading to measurable improvement in inclusion, experience and value for money.

The **dashboard will draw on operational and partnership reports** used weekly and monthly by senior leaders to monitor performance, demand, quality, finance and service delivery, including statutory SEND, health service waiting times and placement pressures. SEND data officers will produce a six-weekly report for scrutiny by PAIG, with **deep dives scheduled for areas of priority action** such as statutory assessment, annual review timeliness, health service waiting times and variation across localities or groups of children.

Voice and Experience Delivery Group to measure meaningful impact of reforms
Alongside quantitative data, lived experience will be central to monitoring and adaptation. The Voice and Experience Delivery Group will bring together insight from surveys, co-production activity, complaints, practitioner feedback, SENDIASS intelligence and Parent Carer Forum engagement so that governance can test not only whether activity has happened, but whether children, young people and families feel the difference. We will use our Annual SEND Survey of school leaders, parents and carers, young people and multi-agency partners to test meaningful progress and confidence in the local system over time, supported by "You said, we did" feedback loops and a Learning History to record system change in real time.

Evaluation of the Experts at Hand Approach
We will embed formal evaluation into the Experts at Hand approach to evaluate the impact of the evidence-based interventions and approaches delivered in mainstream schools. This evaluation will be built into the service delivery model and facilitated by the project team. Impact reports will be shared annually with the PAIG and SEND Executive.

Feedback and Adaptation Mechanisms,
Including an action research approach based on Assess, Plan, Do and Review, so that learning from delivery, data and lived experience is used to refine the reform programme as it progresses.

A Learning History Approach
We will use this approach to capture the voice and experience of leaders, practitioners, children and their families so that we can learn from our experience of the reforms and delivery of significant change.

Delivery groups will report **six-weekly to PAIG on progress against milestones, trajectories, risks, dependencies and the five success measures**, taking away partnership feedback and agreed adaptations. **Quarterly reporting to the Department for Education** will test progress against baselines and trajectories, maintain accountability across the partnership and support refinement where evidence shows that change is not yet having the intended impact. **Exception reporting will be used where milestones slip, trajectories fall behind, risks increase or data shows unacceptable variation**. Partners will agree corrective actions, timescales and named accountability, with escalation to SEND Executive where recovery requires strategic decision-making, additional resource or system leadership.

12. Reporting to DfE

Please attach the data template.

Section 4 – Governance

13. **How will the local area partnership ensure delivery of plans remain on track?**

Governance Mechanism	Purpose/ Responsibilities	Membership	Cadence	Decision Rights	Escalation Route
Health and Wellbeing Board	Provides strategic oversight across health, social care and local government, setting the overall direction for improving outcomes and reducing inequalities for the population, including children and young people with SEND. Sets the Joint Health and Wellbeing Strategy, informed by the Joint Strategic Needs Assessment (JSNA), which influences local priorities, commissioning and partnership working across health and care. Ensures alignment of SEND reform with wider system priorities and place-based working across the partnership. More information about our Health and Wellbeing Board can be found here	Chaired by a senior elected member of Nottinghamshire County Council. Membership includes senior representatives from: • Elected members / portfolio holders from Nottinghamshire County Council • Executive Director for Children and Families (CYP lead) • Executive Director for Adult Social Care and Health • Director of Public Health • Senior representation from the Integrated Care Board (ICB) • District and Borough Council and Place-Based Partnership representatives • Voluntary, Community and Social Enterprise (VCSE) representation and wider system partners	Quarterly	- Agrees the Joint Health and Wellbeing Strategy - Oversees the Joint Strategic Needs Assessment (JSNA) - Sets strategic priorities for health and wellbeing across the system - Influences commissioning priorities and partnership working	Receives reporting and alignment from SEND Executive Leadership Group and Strategic Commissioning Group (CYP) where SEND reform has implications for wider system priorities Escalates system-level issues through wider local authority and NHS governance as required
Children & Families Select Committee	Provides democratic oversight and scrutiny of Children and Families services, including education, SEND and early help. Reviews and challenges the performance, delivery and impact of services and partnership activity, including progress against SEND reform and improvement plans. Makes recommendations to support service improvement and inform policy development, based on evidence, performance data and partner reporting. More information about the Children & Families Select Committee can be found here	Comprised of elected Members (councillors) of Nottinghamshire County Council, reflecting political proportionality. Includes: • A Chair and Vice-Chair (elected Members) • Cross-party elected Members • Education co-opted members / representatives (e.g. schools sector representation)	Quarterly	- Reviews and scrutinises decisions, performance and policy - Makes recommendations to Cabinet and officers - Holds services and partners to account through challenge and inquiry	Receives reports and updates on SEND performance and reform from Children's Services and the SEND local area partnership Escalates issues, concerns or recommendations to Cabinet, senior officers and wider governance structures where required

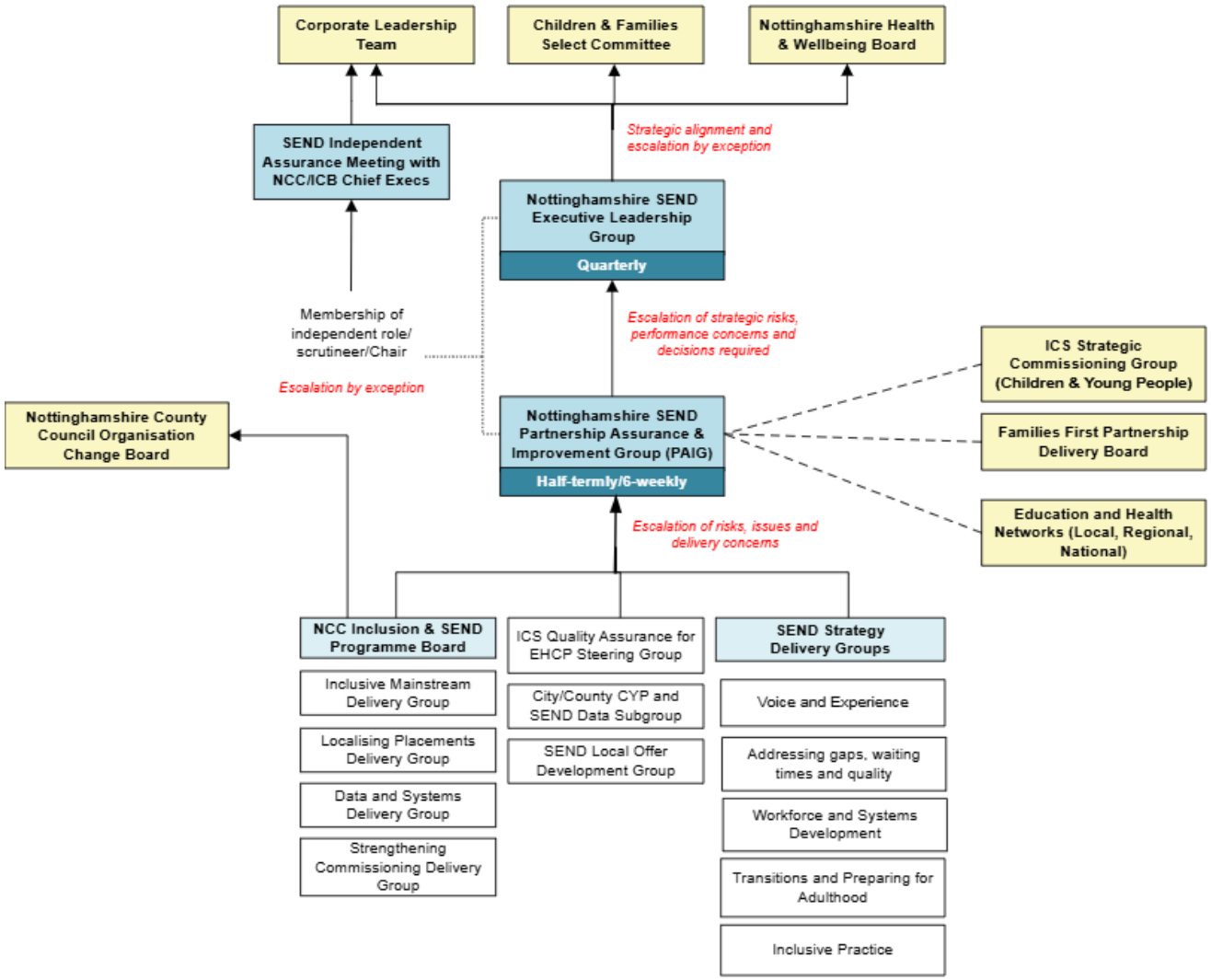
Governance Mechanism	Purpose/ Responsibilities	Membership	Cadence	Decision Rights	Escalation Route
Corporate Leadership Team (CLT)	Provides senior officer leadership across the Council, ensuring alignment of corporate priorities, resources and delivery. Supports delivery of major transformation and improvement programmes, including SEND reform, by providing strategic direction, oversight and coordination across services. Ensures that SEND reform is aligned with wider organisational priorities, capacity and system change activity.	Chaired by the Chief Executive. Membership comprises Corporate / Executive Directors, including the Executive Director for Children and Families (statutory lead for SEND) and S151 Officer	Weekly	- Chaired by the Chief Executive. - Membership comprises the most senior officer leadership of the Council, including: - The Chief Executive - Corporate / Executive Directors responsible for major service areas - Executive Director for Children and Families (statutory lead for SEND)	Receives escalation from SEND Executive Leadership Group where corporate leadership, resource allocation or cross-council coordination is required Is sighted on system assurance through Chief Executive engagement with the Independent Scrutineer, supporting alignment between SEND reform delivery and corporate oversight
SEND and Inclusion Executive Leadership Group (SEND and AP Partnership Board)	Provides strategic leadership and retains statutory accountability for SEND. Oversees delivery of the SEND Reform Plan, including progress against priorities, performance and risk. Receives assurance reports from PAIG on delivery, trajectories and system performance and sets overall direction. Our preference is for our meetings to be face to face, but we take a flexible approach to hybrid and virtual to ensure they are accessible. All partners are expected to have a named deputy who can attend when they can't and can make decisions on their behalf. The Terms of Reference can be found in Appendix 7.	Jointly chaired by the Executive Director for Children and Families (Nottinghamshire County Council) and the Executive Director of Quality (Nursing) (ICB). • Independent Scrutineer. • Senior Responsible Owner – Director for Education, and Inclusion • CEO of a MAT which has mainstream and specialist settings, • A special school principal, • Nottinghamshire Parent Carer Forum Lead • Senior leads from our local health providers • Data, comms and finance leads from the local authority and ICB We are exploring the membership of the Chair of the Schools Forum	Quarterly	- Approves SEND strategy and Reform Plan; - sets and amends priorities; - agrees strategic direction and resource allocation; - signs off external reporting	Receives escalation from PAIG and Independent Scrutineer; escalates to either the Health and Wellbeing Board or by exception to Chief Executives and system partners

Governance Mechanism	Purpose/ Responsibilities	Membership	Cadence	Decision Rights	Escalation Route
SEND & Inclusion Partnership Assurance and Improvement Group (PAIG)	Oversees delivery of the SEND Reform Plan. Monitors progress against milestones and trajectories, reviews performance and quality data, and provides challenge and support to partners. Receives reports from delivery groups and escalates risks, issues and decisions to the SEND Executive where required Our preference is for our meetings to be face to face, but we take a flexible approach to hybrid and virtual to ensure they are accessible. All partners are expected to have a named deputy who can attend when they can't and can make decisions on their behalf. The Terms of Reference can be found in Appendix 8.	Chaired on a rotational basis by • Senior Responsible Owner – Director for Education, and Inclusion • Executive Director of Quality (Nursing) (ICB). • Director for Help, Care and Protection (CSC) • Nottinghamshire Parent Carer Forum Assistant Lead Membership includes: • Head of SEND • Designated Clinical Officer • Heads of Service/Senior Leaders from early years, health commissioners (ICB), health providers, children's and adults' social care, the youth service and family hubs. • Representatives from primary, secondary, special, post-16 college and AP provider We will engage SENDIASS and the voluntary and faith-based community.	6 times per year half termly	- Monitors delivery and performance; - agrees corrective actions; - holds partners to account; - commissions deep dives or focused reviews	Escalates risks, issues and decisions to SEND Executive Leadership Group
SEND Delivery Groups	Deliver specific workstreams within the SEND Reform Plan. Progress actions, monitor delivery against milestones and report on performance, risks and impact to PAIG.	Relevant operational leads and partners across education, health, social care and SEND services aligned to each workstream, including representation from parents/carers. Delivery Groups also incorporate data, finance and comms leads where applicable.	Regularity is aligned to delivery activity	- Operational decisions within workstream scope	Escalate risks and issues to PAIG
Voice and Experience Group	Brings together feedback from children, young people and families. Synthesises insight from engagement and participation activity and reports this to PAIG to inform delivery and evaluation of the SEND Reform Plan	Chaired by the Head of SEND at Nottinghamshire County Council. Membership includes members of the Nottinghamshire Parent Carer Forum, Youth Service, SEND Co-Production Lead, communications team, health providers, health commissioners, statutory SEND service and education leads	6-weekly	- Agrees key themes and priorities based on lived experience; - Agrees approaches to engagement and co-production activity; - Shapes how feedback is reported into governance and used to inform delivery	Escalate risks and issues to PAIG

Governance Mechanism	Purpose/ Responsibilities	Membership	Cadence	Decision Rights	Escalation Route
Inclusion & SEND Transformation Board	To identify and escalate risks to delivery of the Inclusion & SEND Transformation Programme. Supports cross workstream decision making and awareness of activity. Devolved actions agreed at Organisation Change Board.	Chaired by the Programme SRO, Temporary Director for Education, Learning & Inclusion (named SRO for this SEND Reform Plan). Membership includes Workstream/Project Leads, Internal Business Partners (including representation from Finance, Comms and Digital, and Data), Programme Manager.	6-weekly	- Decisions related to the implementation of strategies, such as budget allocations or project timelines. - High-level decisions that shape the organization's direction, such as entering new markets or forming partnerships.	Escalates risks and issues to PAIG and Organisational Change Board
Strategic Commissioning Group (Children and Young People)	Oversees and aligns commissioning activity across the system. Shares, reviews and influences commissioning intentions and supports joint commissioning to meet the needs of children and young people with SEND. Ensures commissioning decisions support delivery of SEND priorities and reform.	Chaired by the Service Director for Commissioning and Resources (Integrated Children's Services, Nottinghamshire County Council). Membership includes commissioning leads across local authorities and Integrated Care Board, with representation from relevant services and partners		- Influences and agrees commissioning intentions and priorities; - supports joint commissioning approaches	Reports through wider commissioning and system governance; aligned with PAIG and SEND Executive where relevant

Infographic 11: Nottinghamshire SEND Governance Structure and Escalation Processes

This diagram summarises the governance structure supporting delivery of the SEND Reform Plan, showing how workstreams are delivered, monitored and assured across the local area partnership. It sets out the roles of delivery groups, programme boards and strategic governance, with clear escalation routes for risks, issues and decisions from operational delivery through PAIG to SEND Executive and, where necessary, to Chief Executives.



Infographic 12: Shared Governance Across System Partnerships

Linking Governance Partnerships to Support Our Children



We are working to integrate our SEND Governance structure with other governance partnerships focused on supporting our children.

Our Children's Safeguarding Partnership will have a new priority area focussed on Children Missing Education and educational attendance, with SEND and Families First reforms linking into local Community Safety governance structures.

Section 5 – Central Government Support

14. **How can we help you?**

We are committed to reforming our SEND system to support better outcomes for our children and young people. We welcome your support in helping us make ambitious plans but also manage expectations about delivery within the proposed timescales, within the pressures that exist in the system.

- clarifying national expectations and sequencing of reforms as policy and legislative detail emerges,
- clarifying support in relation to the inevitable impact of other national reforms on timescales and delivery; for example Local Government Re-organisation
- addressing national workforce shortages which constrain local capacity,
- supporting data, analytics and benchmarking to enable meaningful comparison and improvement,
- facilitating peer learning between local areas facing similar challenges,
- ongoing dialogue on the structural drivers of High Needs Block pressure which are outside local control
- consideration and flexibility of expectations around delivery of these reforms based on the impact of Local Government Reorganisation
- Clarifying the impact of these reforms on the Local Area SEND Inspection framework timelines and expectations

DfE engagement in key partnership events, particularly during early implementation, would provide valuable support in maintaining momentum and confidence across the system.

Annex B - Supporting Documents

Document	Link
The Schools White Paper	Every Child Achieving and Thriving
SEND Consultation Document	SEND reform: putting children and young people first.
LA and Schools Budget 2026-27	Schools Operational Guide 2026-27
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				
		< 10%	>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**					