

EALING AREA SEND SEF

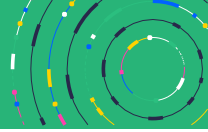
SELF-EVALUATION – July 2025



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INTRODUCTION

1. Introduction



- This document is the Ealing Area SEND Self-Evaluation Framework (SEF) for July 2025. It provides a detailed evaluation of how Ealing identifies, assesses, and meets the needs of children and young people with Special Educational Needs and Disabilities (SEND).
- The SEF outlines strengths, challenges, and priorities for improvement, aligned with **the Additional Needs, SEND, and Inclusion Strategy 2023-2027**. It includes comprehensive data, stakeholder feedback, and strategic actions to support ongoing planning, service delivery, and preparation for inspections by Ofsted and the Care Quality Commission (CQC).
- Ealing's vision for children and young people with special educational needs and disabilities (SEND) is **clear, ambitious**, and rooted in the principle that **every child should be welcomed, valued, and supported to thrive within their local community**. Ealing's **strategy for Additional Needs and SEND 2023-27** is built on inclusion, early identification, strong partnerships, and a determination to improve outcomes and life chances for all.
- At the heart of these strategic outcomes lies a borough-wide commitment to equity, participation and ambition. Ealing partners believe that every child and young person has the right to be heard, to be included, and to succeed. **We are actively working together to remove barriers, reduce inequalities, and challenge low expectations.**
- **This vision is supported by strong multi-agency governance, data-informed decision making, a culture of continuous reflection and active collaboration** with the Ealing Parent Carer Forum, the Youth Social Network, and voluntary sector partners including Ealing Contact, Ealing Mencap, the Anchor Foundation and Ealing SENDIASS) whose contributions are central to ensuring services are shaped by and accountable to the people who use them.



Ealing's strategy for Additional Needs and SEND 2023-27 - Priority Areas	
Priority 1	To provide guidance, early identification of need and support for children young people and their families, so that schools and settings are supported to welcome every child and young person and set the highest expectations for them.
Priority 2	Every child and young person is prepared for the transition to a purposeful adulthood with opportunities for training and meaningful employment.
Priority 3	Ensure parents, young people and professionals work together to assess, review, and meet needs and improve the quality and timeliness of Education Health and Care Plans through co-production.
Priority 4	Ensure sufficiency and quality of provision in settings, schools, and services so that children and young people can have their health, social care and educational needs met and feel part of the wider local community.
Priority 5 (added July 2024)	To improve the frequency, accessibility and quality of communications with families and between area partners.

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CONTEXT

2. Context

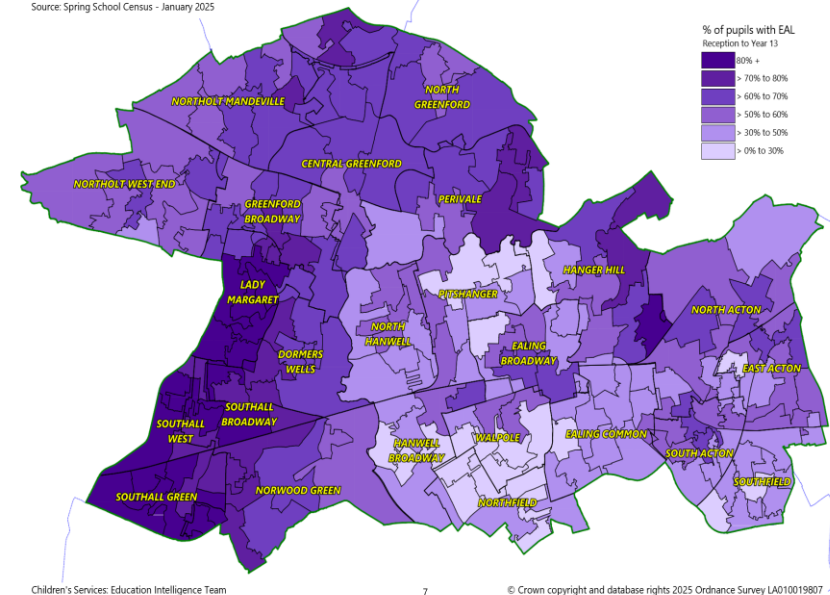
Demographics and Context

- Ealing is the third most populous and ethnically diverse borough in London, with a population of **over 367,000 residents**. Approximately **22% of the population are children and young people aged 17 and under**. The borough faces significant socio-economic disparities, with 26% of jobs paid below the London Living Wage and 14% of households overcrowded. **Ealing schools serve a diverse student body, with 59% of pupils speaking English as an additional language and over 180 languages represented.**
- In 2021, children and young people aged 17 and under comprised 22% of Ealing's population, accounting for 80,456 individuals (Census data 2021). As of January 2025, Ealing's state-funded schools report enrolment of 54,710 pupils, with 16.5% identified as having special educational needs, reflecting an increase from 15.9% in 2024 and 15.6% in 2023.
- Eighty-seven percent of pupils attending state-funded schools in Ealing identify with ethnic groups other than White British, a proportion consistent with the previous year. Pupils of Indian ethnicity constitute the largest group at 15.7%, mirroring last year's percentage. White British pupils represent the second largest group at 12.7%, which is a slight decrease from 12.9% in the prior year. Pupils of Arab Other and White Eastern European backgrounds each comprise 7.4% of the student body.
- Within Ealing schools, **59% of pupils are recorded as speaking English as an additional language**, and over 180 different languages are spoken among the pupil population.
- Eligibility for free school meals encompasses 27.6% of school-aged pupils in Ealing, with significant differences evident across the seven towns. Of note, **Acton reports the highest eligibility rate at 15.5%**. Furthermore, 10.1% of eligible pupils reside outside the borough. Ealing operates the **fourth busiest foodbank in the UK**, with eight foodbanks serving the community.



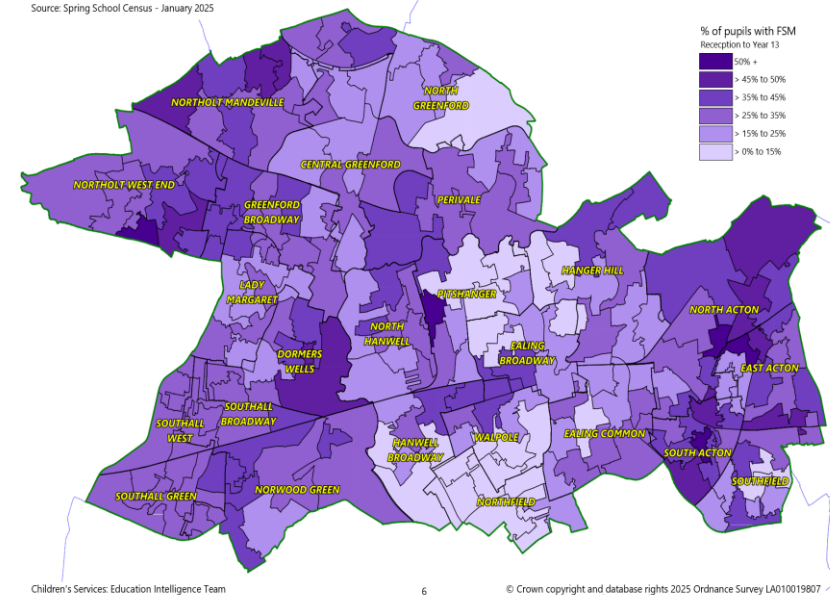
Percentage of current pupils attending Ealing schools who have English as an additional language (EAL), by lower super output area

Source: Spring School Census - January 2025



Percentage of current pupils eligible for Free School Meals (FSM) in Ealing schools, by lower super output area

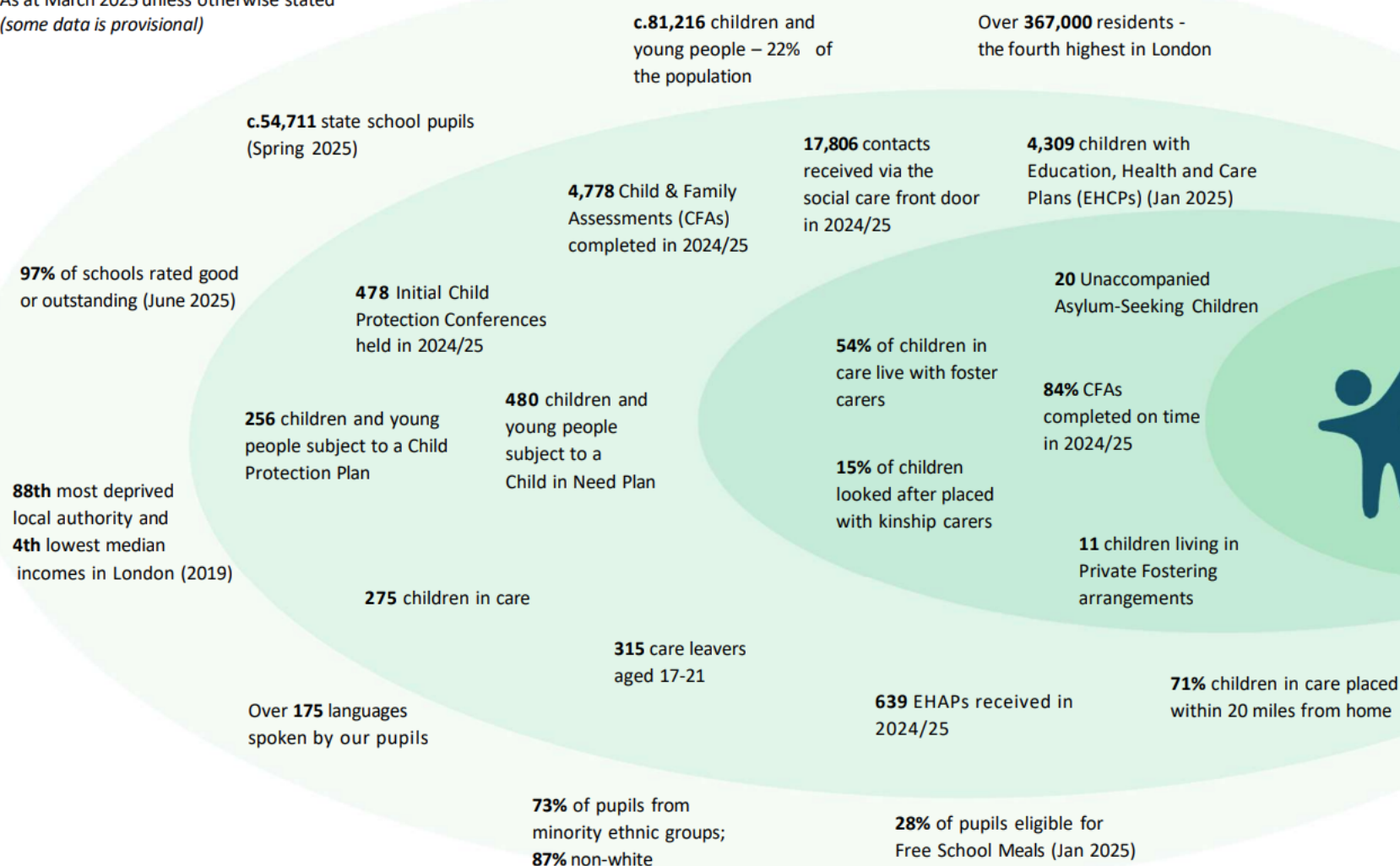
Source: Spring School Census - January 2025



2.1 Welcome to Ealing

Ealing in numbers

As at March 2025 unless otherwise stated
(some data is provisional)



2. Context

Our EY Provisions

- 322 Early Years providers
- 7245 funded childcare places
- 4 nursery schools
- 24 Children Centres (under consultation)
- 2 play centres
- 32 schools with full wraparound
- 32 with partial wraparound.

There are currently **5106 children accessing PVI provision in Ealing**. The first round of EY capital funding project will provide **an additional 145 places for children aged under 2 years**. Wraparound projects will **increase places by 421**.

Our School, AP and SEND Youth Provisions

- 67 primary schools
- 17 high schools
- 6 special schools
- 14 Additionally Resourced Provisions
- 72 approved NMI's – mainstream, special and SPI
- 2 Ealing Maintained Alternative Provisions
- 3 OOB Alternative Provisions
- 14 Tuition Providers
- 3 Training Providers
- 98% of primary and secondary state-funded schools are Ofsted rated 'good' or 'outstanding'.
- 3 youth centres – Bollo, Westside and YAC, with one centre for Looked After Children at Horizons.



2. Context

Meeting the Health Needs of Children & Young People with SEND

- Ealing offers an **integrated health system for children and young people (CYP) aged 0–25 with special educational needs and disabilities (SEND)**, delivered through partnerships among NHS Trusts, Ealing Community Partners (ECP), Ealing Council, and the North-West London Integrated Care Board (ICB).
- **Early identification starts in pregnancy, with midwives and health visitors ensuring smooth transitions and early support for families.** Health visiting services, commissioned by the council, promote maternal mental health, infant bonding, breastfeeding, and early attachment, while identifying vulnerabilities and referring families to further help.
- **Public health services provide targeted programs in schools and early years settings, covering immunisation, oral health, nutrition, mental wellbeing, and sexual health.** The commissioning model ensures strong integration and effective coordination for both clinical and public health services.
- **Specialist support is delivered by ECP, which provides community paediatrics, nursing, therapy (SALT, OT, physiotherapy), audiology, and mental health services, accessed via Ealing Children Services—a central hub for referrals and coordination.**
- **Healthcare professionals contribute to Education, Health and Care Plans (EHCPs), ensuring support is matched to individual needs.** Ealing CAMHS offers assessment and therapeutic services for CYP with emotional, behavioural, or psychiatric needs, including specialist teams for neurodevelopmental conditions, eating disorders, and crisis care, working closely with families and schools.
- **GPs are vital for early identification and ongoing care, with 69 practices organised into eight Primary Care Networks (PCNs) and further grouped into Integrated Neighbourhood Teams (INTs).** These teams coordinate across sectors to deliver locality-based, personalised support for CYP with SEND.
- Together, these services ensure that CYP with SEND in Ealing receive timely, joined-up, and person-centred care from the earliest stages of life.

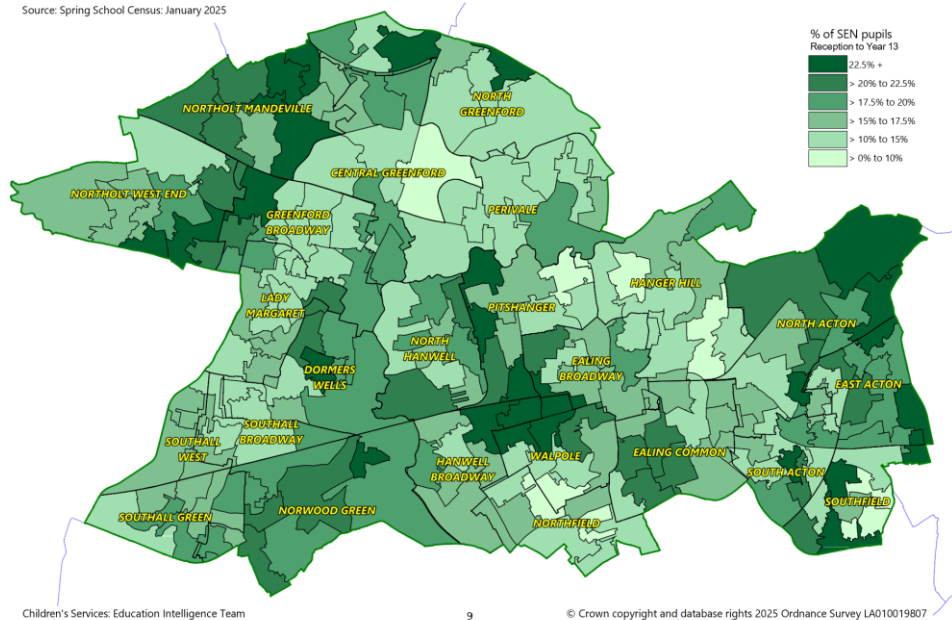


2. 2 SEND Profile of Needs

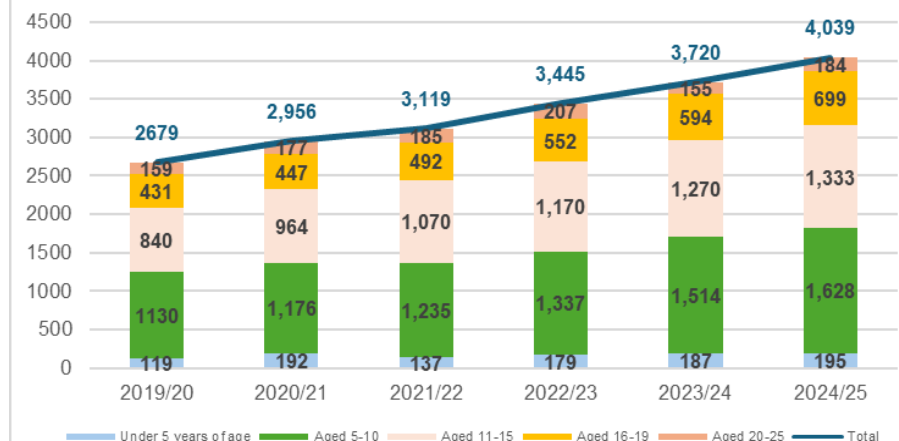
Children and Young People in Ealing with Special Educational Needs and Disabilities

- **41%** of pupils with EHCPs attend mainstream schools (state funded or independent), **8%** attend resourced provision attached to mainstream schools, **27%** attend state funded special schools, **7%** attend independent or non-maintained special schools and **8%** further education (Apr 2025).
- In Ealing state-funded schools, **16.51% (9,031 out of 54,710) of pupils were identified as having Special Educational Needs (SEN) in the 2025 Spring School Census.** This included 11.01% on SEND Support (6,025) and 5.49% (3,006) with an Education, Health, and Care Plan (EHCP).
- In 2025, the **proportion of high school students with Special Educational Needs (SEN) is 12.3%**, which aligns closely with the figures for 2024 at 11.9% and 2023 at 12.0%.
- The percentage of **pupils with SEND in primary schools has risen to 16.45%**, compared to 15.9% in 2024 and 14.6% in 2023.
- The **proportion of children with SEND in primary schools is now 4.1 percentage points** higher than in high schools, similar to the previous year.

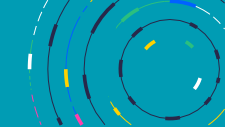
Percentage of pupils with SEN (SEN Support or EHCP) currently attending Ealing schools, by lower super output area



Children with EHC plans maintained by Ealing, 2019/20 - 2024/25

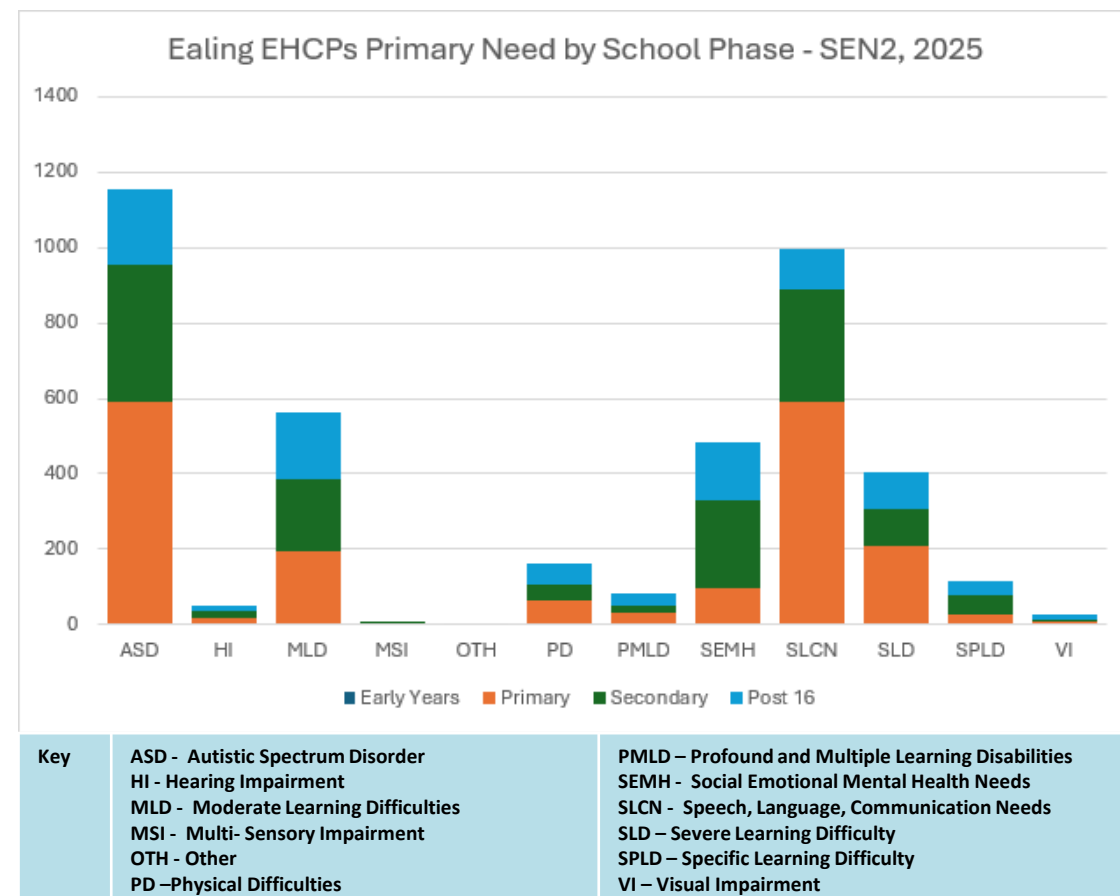


2. 2 SEND Profile of Needs



SEND Need Types (Across all school levels)

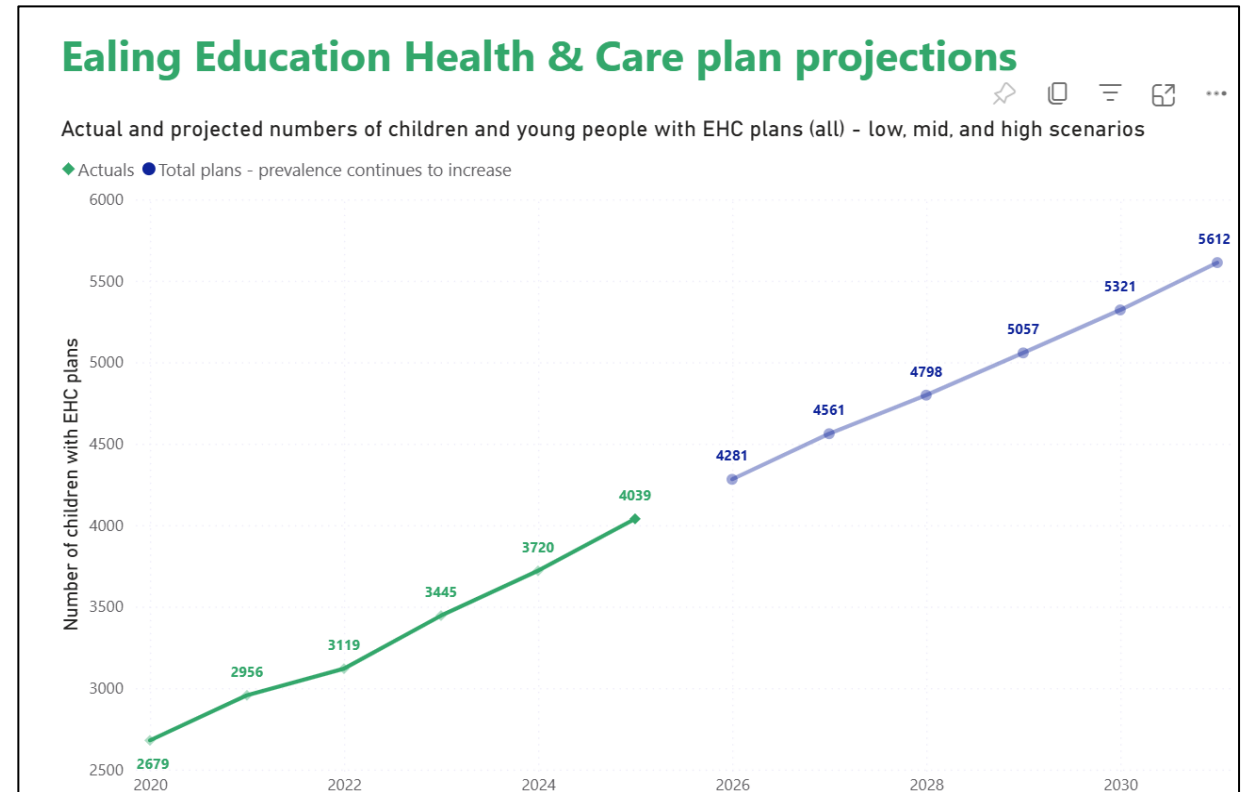
- **8.6%** of pupils have Communication and Interaction Needs (CIN) as their primary need
- **3.8%** of pupils have Cognition and Learning Needs (CLN) as their primary need
- **2.5%** of pupils have Social, Emotional and Mental Health (SEMH) as their primary need
- **0.6%** of pupils have Sensory and/or Physical Needs (SPN) as their primary need.
- The number of children in Ealing schools with **Communication and Interaction Needs (SLCN or ASD)** as their primary need increased by **329** in the last twelve months and has now increased approximately **40.6%** % from 3,357 in 2018/19 to 4,720 in 2024/25.
- **Speech, Language and Communication Needs (SLCN)** is the most common primary need, affecting 6.7% of pupils in Ealing state funded schools (3649). The 3,527 pupils with SLCN as their primary need account for 9% of primary pupils and 3.5% of high school pupils.
- **Social, Emotional and Mental Health (SEMH):** High school pupils more likely to have SEMH than those in primary (3% compared to 2.1%). SEMH is also by far the most common need for pupils in PRUs.
- **Autism Spectrum Disorder (ASD) and Moderate Learning Difficulty (MLD)** constitute 1.95% and 1.73% of primary needs respectively.



2. 2 SEND Profile of Needs

Growing demand

- Ealing EHC plans increased by 51% over the past 5 years to April 2025, including a 9% jump between January 2024 & January 2025. The total number of plans as of June 2025 was 4,039.
- The prevalence of EHC plans has **increased to 4% overall** (6.4% of primary; 5.7% of secondary age children) (Apr 2025).
- **Based on previous trend data, the number of EHCPs are forecasted to rise over the next few years.** As a result, the Ealing Additional Needs, SEND and Inclusion Strategy 2023-2027 and the DSG management plan outline steps the LA is taking to support provisions and families to support children and young people through early intervention and targeted support.
- The **number of CYP with EHCPs in Ealing Schools is the 5th highest in London, an 8.3% increase on the previous year (2,775 in 2023-24).**
- The funding in Ealing through the high needs block increased by just 2% between 2023-24 and 2024-25.

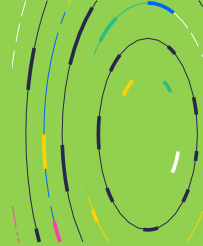


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SELF- EVALUATION

3.1: Priority 1

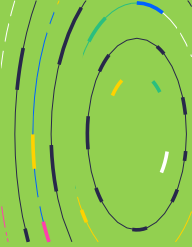
To provide guidance, early identification of need and support for children young people and their families, so that schools and settings are supported to welcome every child and young person and set the highest expectations for them.



Most closely aligns with Area SEND Inspection criteria
Children and young people’s needs are identified accurately and assessed in a timely and effective way
Children and Young People receive the right help and support at the right time.
Leaders are ambitious for children and young people with SEND
Leaders commission services and provision to meet the needs and aspirations of children and young people
Leaders evaluate services and make improvements

3.1: Priority 1

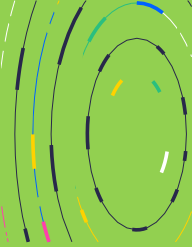
To provide guidance, early identification of need and support for children young people and their families, so that schools and settings are supported to welcome every child and young person and set the highest expectations for them.



- Ealing has a **strong track record** of providing integrated Early Help services aligned with community resources
- Our **Early Start and Family Nurse Partnership teams have been evaluated** as providing an **effective family-centred targeted support offer**.
- Children's services provides a coordinated multi agency support and help prevent 'breakdown'. **Ealing's Brighter Futures model is embedded across Children's services**
- Integrated Therapies Service are **closely aligned** with the SEND and Inclusion service. Pupils who are **SEND support are able to access support in a range of settings (schools, clinics, specialist nursery schools, home) from NHS Occupational Therapy, Physiotherapy and Speech and Language Therapy**.
- **Specialist nursery provision does not require an EHCP** to be in place and provision is co-ordinated through the Early Years Inclusion Panel.
- There are clear systems for schools to work with partners to identify, assess and plan support for children and young people.
- **Therapeutic Thinking training has been widely adopted, and 70 schools** have a trained therapeutic thinking lead
- The **EP service offers a traded offer** which includes early intervention in schools, most notably via the EBSA and ELSA programmes. **Schools can readily access the SENCO advice line facilitated by ELP**
- We have made **significant strides in enhancing the timeliness and effectiveness** of our Early Help and SAFE services.
- **Improvements across health services contributing to EHCPs** have been driven by the introduction of streamlined processes and the establishment of a single points of access.
- **Paediatric Occupational Therapy has met compliance expectations in 8 out of the past 12 months, indicating sustained progress.**
- **Speech and Language Therapy services have demonstrated marked improvement during the final quarter of 2024–25, reflecting more coordinated working practices and clearer referral pathways.** Paediatric Physiotherapy continues to enhance its data capture systems, with the aim of ensuring more accurate and consistent performance tracking.
- **Notably, CAMHS has achieved a 100% return rate for EHCP contributions,** due to improved communication channels and joint working arrangements

3.1: Priority 1

To provide guidance, early identification of need and support for children young people and their families, so that schools and settings are supported to welcome every child and young person and set the highest expectations for them.



Impact: Strengths and achievements

- Schools report a **significant improvement in access to early support and outreach** services over the last 12-18 months with 94% reporting high impact on professional development and better support for pupils
- A **substantial CPD offer** reaches all layers of school-based staff and a one-stop shop for schools includes now incorporates the training offer from health providers
- Our **OT and SALT Learning walk pilot** reached 36 schools (OT) and 20 schools (SALT) and was described as transformational by school leaders in securing the right, early support for children.
- Our ambitious roll-out of **Therapeutic Thinking across 70 schools and 200 leaders** and services since 2023 is beginning to have a real impact on supporting pupils with the biggest reductions in exclusions reported by schools that have wholly invested in the approach.
- The support and versatile training packages provided by our **specialist EYFS inclusion teachers** have had wide-ranging impact across schools and PVI settings.
- Our dedicated **SEND consultation line** is fully booked and continues to be a huge success with in supporting schools with early guidance – 204 consultations this year.
- **Health visiting data shows that**
 - **94%** of antenatal checks completed for vulnerable women (target 60%,)his has been met at 94%
 - **93%** of the time, the new birth visits completed within 14 days with the National average at 83%
 - **99.4%** of the time, the new birth visits completed within 30 days with the national average at 97.8%
 - **86.7%** of the 6-8 weeks new-born checks completed with a target of 85.1%. These checks have improved considerably compared to the national target level.

3.1: Priority 1

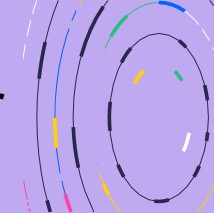
To provide guidance, early identification of need and support for children young people and their families, so that schools and settings are supported to welcome every child and young person and set the highest expectations for them.

Areas of development: What are we doing to further improve services?

- Area partners will co-produce a **borough-wide definition of co-production** with children, young people, parents and carers.
- We will ensure that the **recommendations from EYFS, EI and SEMH reviews are implemented.**
- Ealing council aims to **enhance the outreach program** offered to schools by establishing a clear KPI monitoring and evaluation cycle
- Area partners will **collaborate to improve access to the CAMHS LD Service for children with disabilities,** addressing waiting lists
- The area partnership will **ensure that health and wellbeing pathways are clearly communicated** and well understood by practitioners and parents.
- There will be a review of **Educational Psychologist services leading to improvements in early intervention,** training, and assessment at SEN support stages.
- The area partnership will **evaluate the entry points for accessing the SEN assessment team** by considering an earlier intervention access point, complete with associated funding and provision.

3.2 Priority 2

Every child and young person is prepared for the transition to a purposeful adulthood with opportunities for training and meaningful employment.



Most closely aligns with Area SEND Inspection criteria
Children and young people's needs are identified accurately and assessed in a timely and effective way
Children, young people and their families participate in decision-making about their individual plans and support.
Children and Young People receive the right help and support at the right time.
Children and young people are well prepared for their next steps and achieve strong outcomes.
Children and young people with SEND are valued, visible and included in their communities.
Leaders are ambitious for children and young people with SEND
Leaders actively engage and work with children, young people and families
Leaders have an accurate, shared understanding of the needs of children and young people in their local area
Leaders evaluate services and make improvements
Leaders create an environment for effective practice and multi-agency working to flourish

Priority 2

Every child and young person is prepared for the transition to a purposeful adulthood with opportunities for training and meaningful employment.

Early Years - First Transitions

- **Children achieve well at the end of the Early Years Foundation Stage.** This is significant as many families do not speak English as their first language.
- Quality assurance of early years settings is robust with many providers signing up to our **Early Years Partnership** additional support offer
- **Childcare Sufficiency Assessment is of high quality** and includes focused work with parents to understand local sufficiency for children with SEND
- **Ealing's Children's Centres form a borough-wide network that plays a pivotal role** in the early identification of needs and the delivery of inclusive, targeted support for children with Special Educational Needs and Disabilities (SEND).
- **The EYFS SEND Leaders Network have broadened the training and development offer which has led to increased attendance.**
- We have appointment a **national early years inclusion expert as an Early Years Consultant.** Early Years Specialist teachers provided high quality support and guidance **in 55 schools in 2023-2024.**



Priority 2

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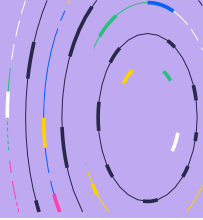
Preparation For Adulthood

- Ealing provides a **strong and inclusive post-16 offer** including further education supported internships, and training providers.
- There is a **dedicated development officer for Preparation for Adulthood to support pathway planning** across the council and within ELP. **There is a dedicated commissioner for FE placements who works alongside the SEND commissioning manager** to ensure oversight of provision and resource for young people with SEND in post 16 and post 19. **There is a dedicated Progression and Pathways working group led by Ealing Learning Partnership**, working to reduce the number of young people who are NEET. **Children and young people are well equipped to make choices about next steps.** The Council's Connexions service offer independent Advice and Guidance relating to future choices for all young people. service. Ealing has a dedicated Post 16 Team within the Council's SENAS Service.
- **The SEND Employment Forum has been established and is now in its second year. Young people are able to access local and regional careers fairs (WLA Supported Internship Fair, ELP Level 2 Career Fair) as well as transition events organised by schools. Work experience placements** developed with local organisations: Mahaba Cafe, London Transport Museum Depot, Perivale Library, Petit Miracles, horticulture placements and paid work experience during Ealing SEN events). **External job rotations identified for supported interns:** Stanhope Primary School; Havelock Nursery and Primary School; Kings Arms Ealing; Mahaba Cafe; Mind Charity Shop; Everyone Active Gym Northolt.

***LGA Peer review Feb 2025:** There is a good range of post 16 options available to young people with SEND provided by further education colleges, training providers and special schools. Young people who are not in education, employment, and training is below the national average in Ealing and 180 apprenticeships are on offer to young people including those with special educational needs and disability.*

Priority 2

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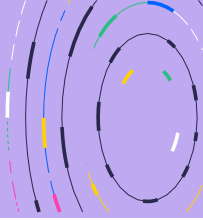
Impact: Strengths and achievements

In 24/25

- Enrolment onto direct employment pathways - Internship, FE apprenticeship, Bridge, Intro and pre internship programmes 22/23 13% **increased to 15% in 23/24 and 16% for 24/25.**
- **Increase in complex cases moving into FE continues and 6/8 of St Ann's leavers scheduled to transition into 3 FE colleges in September 25.**
- **48 YP transitioned from Ealing specials into FE in academic year 24/25.**
- **14 YP moved from NMIs/EOTAS into local FE** in academic year 24/25 reducing their costs by over 400K.
- 2 colleges inspected during the academic year with West Thames College '**Outstanding**' and West London College '**Good**'.
- **2023-2024: Ealing's NEET rate for young people with EHCPs is 3.5%, below both the London average (5.0%) and the England average (8.8%).**
- The 3.5% NEET rate applies for those under Section K, outperforming London (4.1%) and England (7.1%).
- **For 2024-25 figures currently indicate:** Young people with Education, Health and Care Plans (EHCPs) in Ealing have a NEET (Not in Education, Employment, or Training) **rate of 4.1%, which is significantly lower than the national average of 9.2%.**
- Last year, **12 young people with SEND successfully moved into employment from supported internships**, up from 7 the previous year.

Priority 2

Every child and young person is prepared for the transition to a purposeful adulthood with opportunities for training and meaningful employment.



Impact: Strengths and achievements

- More than a dozen residents with learning disabilities were tasked with taking over some of the decision making at the council on Tuesday 17 June 2025.
- The event was part of **Learning Disabilities Week 2025**, which this year carries the theme '**Do you see me?**'
- Participants from the charity **Ealing Mencap** met with council officers from a number of different departments as well as councillors at Perceval House.
- They worked alongside staff from adult services, the communications team and others to help with work on equalities, social media planning, admin support, and community engagement. They created posters, reviewed websites, brainstormed content ideas, and brought fresh perspectives and creativity to teams across the council.

'We decided to do something a bit bold':

Annemarie Braganza-Hawkins, Community Inclusion Manager at Ealing Mencap said: "Educating people and raising awareness about learning disabilities is the first step, and that is what we were doing here. We decided to do something a bit bold by taking over Ealing Council for a day. People with learning disabilities stepped into important roles to show just what they can do when given the opportunity. This would not have been possible without working in partnership with Ealing Council and we have been overwhelmed by the support from the council's staff."

Andrew Chapman, Head of Service, Community Team for People with Learning Disabilities: "This was an uplifting piece of co-production work undertaken by Ealing Mencap and the council. Going forward I believe that the event has laid the foundation to work further in partnership with residents to implement positive change for members of Ealing's learning disabilities community."

Priority 2

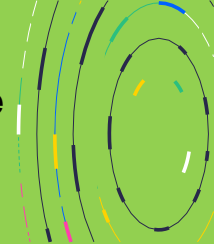
Every child and young person is prepared for the transition to a purposeful adulthood with opportunities for training and meaningful employment.

Areas of development: What are we doing to further improve services?

- We are redrafting our **Transitions/Preparation for Adulthood Strategy**.
- We will continue to **monitor impartial careers advice** for all secondary schools for pupils on SEN Support and EHCPs
- The area partnership will **develop a post-16 outcomes tracking system** to monitor course stability, dropouts, and progression to employment.
- SENAS will **implement mandatory EHCP review checkpoints** during all key transition stages to post-16 education or employment.
- The area partnership will **clarify the ND pathways 0-5** ensuring that this is clear to practitioners and on the local offer.
- **Recommendations for the EY review** will be implemented
- Health and SEND services will review the **section 23** notification pathway
- The **EY dashboard will be completed**, including sections dedicated to EY SEND
- Area Partners will **co-produce and embed a shared definition of school readiness**, linked to Early Years Foundation Stage goals.
- We will **develop the bilingual co-worker models** into occupational and physiotherapy services to improve access and engagement.

3.3 Priority 3

Ensure parents, young people and professionals work together to assess, review, and meet needs and improve the quality and timeliness of Education Health and Care Plans through co-production.



Most closely aligns with Area SEND Inspection criteria

Children and young people's needs are identified accurately and assessed in a timely and effective way

Children, young people and their families participate in decision-making about their individual plans and support.

Children and Young People receive the right help and support at the right time.

Children and young people are well prepared for their next steps and achieve strong outcomes.

Leaders are ambitious for children and young people with SEND

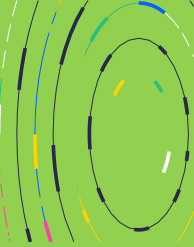
Leaders actively engage and work with children, young people and families

Leaders evaluate services and make improvements

Leaders create an environment for effective practice and multi-agency working to flourish

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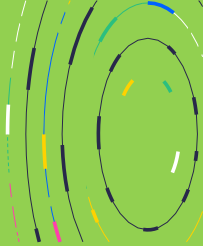


Ealing has been on an improvement journey to rapidly improve the timeliness and quality of assessments

- **We are conducting moderation on 400+ EHCPs**
- **Training is aligned and in line by the Council of Disabled children. 100% of SENAS staff and SLT completed this training in 2024.**
- **We now have a full time Designated Clinical Officer (DCO) and a nominated Designated Social Care Officer (DSCO) has been appointed.**
- **Revisions have been made to the annual review template.**
- **We have ensured additional capacity within the EPS to ensure that we are able to provide EP assessment in a timely manner. .**
- **A cycle of data cleansing is in place with specific focus across different streams.**
- **SENAS officers facilitate coproduction meetings with families to ensure that plans accurately included parent and CYP views. EOTAS training was delivered on 2nd October 2024 to 37 delegates across the area partnership**
- **The DCO is training health colleagues to ensure that the quality of advice is clear, and that provision is specified.**
- **The Head of SEND and AP has provided training to social care colleagues in relation to the quality of social care advice.**
- **There are regular meetings focused on the assessment timeliness, chaired by the AD SEND and inclusion, with a clear emphasis on clearing the backlog of assessments and meeting 20-week timescales.**
- **Planning on a new co-production framework is underway.**
- **There is a digital trial underway which will enable the service to capture rich and detailed information from contributors to the plan swiftly.**
- **Health practitioners across Ealing are learning from targeted training led by the DCO, which is designed to strengthen the quality, timeliness, and legal compliance of health contributions to Education, Health and Care Plans (EHCPs).** Early evidence suggests improvements in understanding the need for the consistency and clarity of EHCP health advice, aiming for stronger multi-agency working during the EHCP cycle.

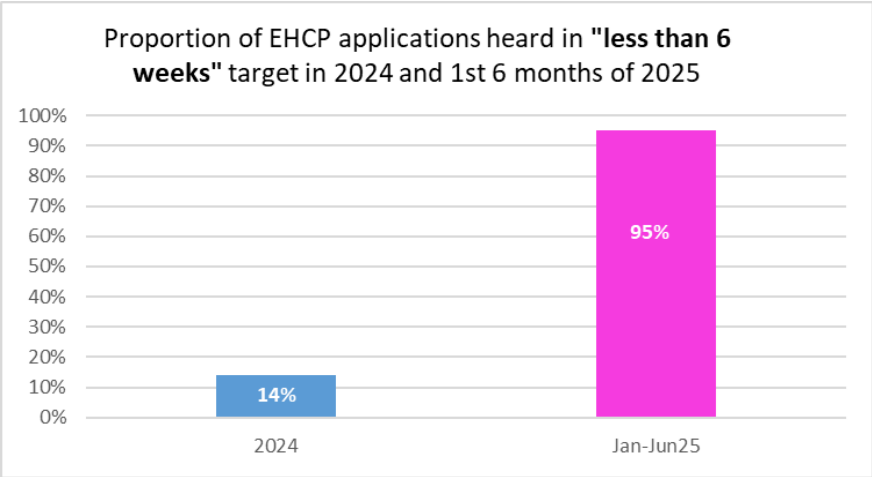
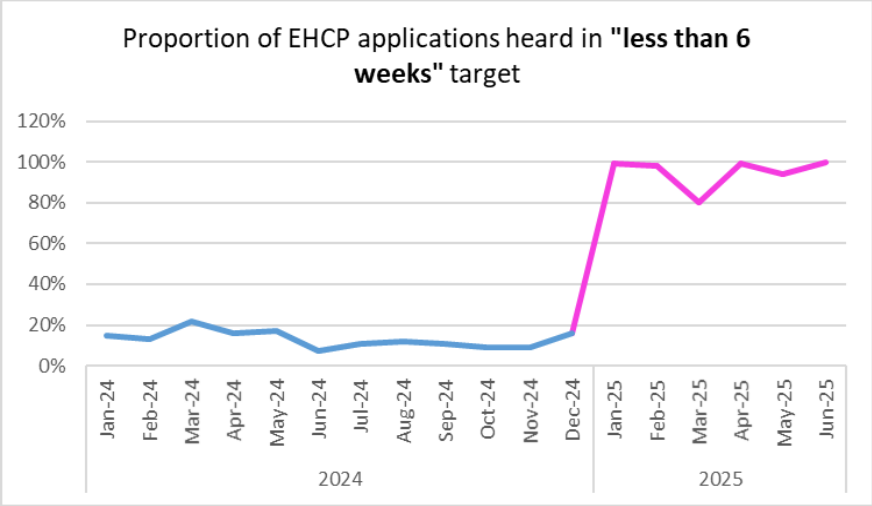
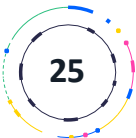
3.3 Priority 3

Ensure parents, young people and professionals work together to assess, review, and meet needs and improve the quality and timeliness of Education Health and Care Plans through co-production.



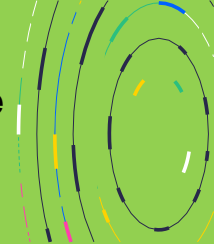
Impact: Strengths and achievements

- Moderation shows that **63% of EHCPs** are rated as satisfactory +.
- Between Jan 2025- June 2025, The average number of plans finalised **has risen from 30 plans per month to 48 plans per month.**
- Assessment by EPs are now completed within **5.5 weeks** from the date of allocation. An average of 64 assessments are completed every month since additional capacity has been in place.
- **Stage 1 panels have increased in timeliness and are more effective.** In 2024, there were 893 applications for assessment submitted. The percentage of cases heard before 6 weeks was 1%; at 6 weeks was 14%; after 6 weeks was 86%. To date in 2025, 401 applications for assessment submitted (June 2025). **The percentage of cases heard before 6 weeks was 95%.**
- Stage 2 panels cycles have increased to ensure that we address the backlog and increase the number of plans finalised within 20 weeks.



3.3 Priority 3

Ensure parents, young people and professionals work together to assess, review, and meet needs and improve the quality and timeliness of Education Health and Care Plans through co-production.



Impact: Strengths and achievements

"I would like to express my appreciation for the exceptional support provided during a recent challenge with my son's EHCP placement. The school named in the EHCP was initially unwilling to accept my son into their Sixth Form, despite their legal obligation. [The case officer's] clear and persistent communication was instrumental in challenging this, and thanks to his advocacy, the school has now upheld their duty. [They] handled the situation with both professionalism and empathy, offering reassurance during a very stressful time for me and my son. His commitment to upholding the rights of children with SEND and ensuring accountability from educational institutions made a real difference, and I am truly grateful."

Parent September 2025

"I hope you don't mind but I wanted to drop you a quick email to recognise your positive and constructive approach to our meeting and your professionalism, and to thank you. I have many years experience working on both sides of the table in SEN, mostly as a Service Manager, and note that complaints come more readily than compliments, particularly in SEN assessment teams. I think it is important therefore to recognise a good piece of work. Whether we end up agreeing on everything or not, my clients will have felt heard today. Please do share my feedback with your manager."

SEND Advocacy and Mediation Manager August 20205

"I just wanted to take a moment to say thank you. I fully appreciate that you have a challenging role and are often the face of difficult decisions made by others. I'm truly grateful for all the time and effort you've put into X's case, and for taking it back to senior staff for reconsideration."

I know some of my previous emails may have come across as strong, but please know they were never personal. I was simply a frustrated mother trying to secure the support my daughter needs."

There has been a lot of negativity surrounding this process, but today I wanted to make sure some positivity came your way too. I'm absolutely overjoyed that X is finally getting the outcome she so desperately needed. I want you to know that I recognise and value the time and effort you've put into X's case and I am very grateful."

(Parent June 2025)

3.3 Priority 3

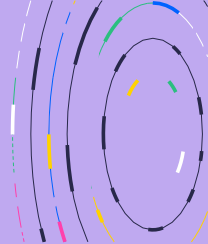
Ensure parents, young people and professionals work together to assess, review, and meet needs and improve the quality and timeliness of Education Health and Care Plans through co-production.

What are we doing next?

- The **EHCP template will be reviewed in September 2025**, resulting in a new format that is easier for professionals, parents/carers and young people to navigate.
- The **EHCP and annual review templates will provide clear guidance to readers** and facilitators to ensure that the quality of plans is consistently improved.
- There will be **further training to practitioners on PfA outcomes** to ensure that these are consistently included and reviewed.
- We will aim for **100% of social care practitioners** to completed the Council of Disabled children training.
- From September 2025 there will be an **annual reviews backlog project** in place to ensure that all plans are reviewed over the next 12 months, and amendments to plans are carried out were appropriate.
- There will be a **clear cycle of training for SENAS staff and EPs focused on the quality of advice**. Training will be facilitated by a range of practitioners and will include parents/carers and young people to ensure that we adopt a 360 approach to improving our plans.
- We will implement a **co-production framework** to fully include children, young people and families in assessment and planning.

3.4 Priority 4

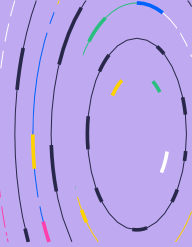
Ensure sufficiency and quality of provision in settings, schools, and services so that children and young people can have their health, social care and educational needs met and feel part of the wider local community.



Most closely aligns with Area SEND Inspection criteria
Children, young people and their families participate in decision-making about their individual plans and support.
Children and Young People receive the right help and support at the right time.
Children and young people are well prepared for their next steps and achieve strong outcomes.
Leaders are ambitious for children and young people with SEND
Leaders have an accurate, shared understanding of the needs of children and young people in their local area
Leaders commission services and provision to meet the needs and aspirations of children and young people
Leaders evaluate services and make improvements
Leaders create an environment for effective practice and multi-agency working to flourish

3.4 Priority 4

Ensure sufficiency and quality of provision in settings, schools, and services so that children and young people can have their health, social care and educational needs met and feel part of the wider local community.



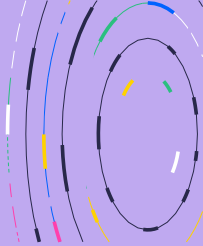
Commissioning and quality assurance of services

- **Ealing has a track record in proactively developing joined-up services including an integrated commissioning service.** Following a service review, Ealing Council's introduced a dedicated commissioning service within Children's Services. **The revised model allows the commission team to have improved oversight of contracts and commissioning arrangements.** Commissioning arrangements with FE providers is strong, and relationships are well established.
- **Ealing produced a quality assurance framework for Alternative Provision and private therapies was implemented for the 24/25 academic year,** with a view to quality assure 108 providers annually with a mixture of online and in person visits. The feedback from the quality assurance visits has been positive, Westside School stated *'We really value your time conducting the review and your acknowledgements will go a long way in helping us to serve the best interests of our children.'* The new quality assurance framework alongside obtaining membership to CCRAAG is in place. ensures effective monitoring, value for money and improved outcomes for students via quality provision. CCRAAG risk assessment shows **that 83 alternative provision providers are RAG rated green, 17 are rated amber and three are rated red.**



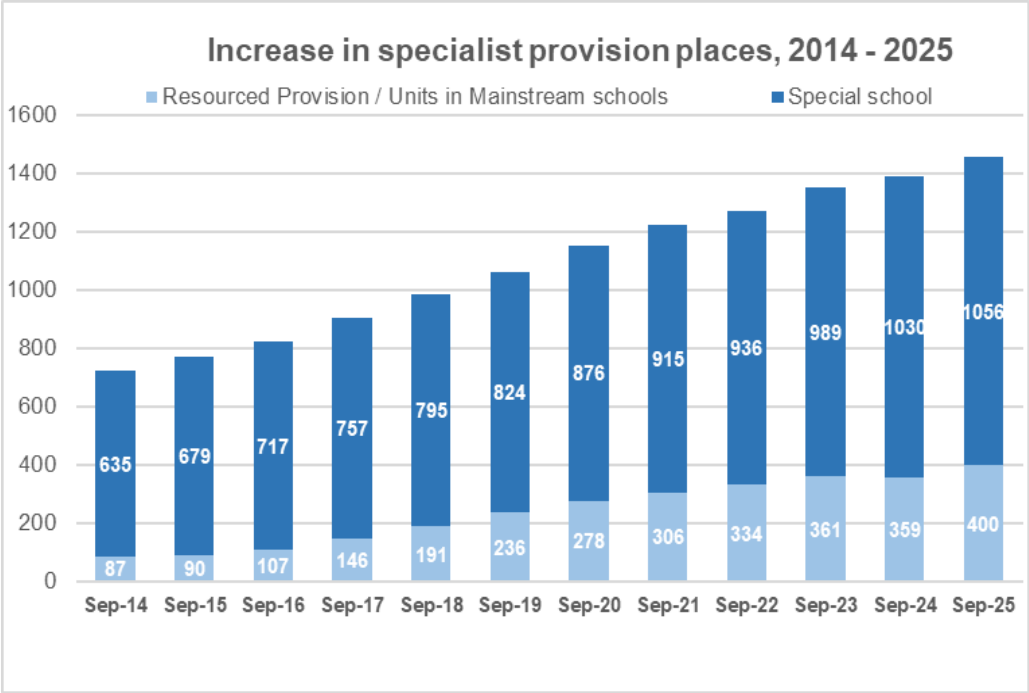
3.4 Priority 4

Ensure sufficiency and quality of provision in settings, schools, and services so that children and young people can have their health, social care and educational needs met and feel part of the wider local community.



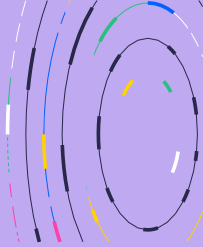
Place planning and sufficiency

- Ealing has an ambitious approach to place planning and sufficiency.
- **There have been an additional 667 places created in special schools and resourced provision in mainstream** were delivered between 2014 and 2024. There are a further **67 additional places due to be delivered by September 2025.**
- There is a **highly effective Education Infrastructure and Commercial Services** supporting schools to deliver projects on time.
- There are **clear planning meetings focusing on SEND placements**, and NHS providers are part of this meeting allowing forward planning of specialist nursing and therapies.
- **We have implemented a banded funding system** to ensure that there is equitable funding allocated to schools..
- Ealing has a good sense of SEND resource, capacity and sustainability. **There is clear financial oversight and work with the School’s Forum representatives is effective.**



3.4 Priority 4

Ensure sufficiency and quality of provision in settings, schools, and services so that children and young people can have their health, social care and educational needs met and feel part of the wider local community.



Impact: Strengths and achievements

- The approach to place planning has enabled Ealing to **double the number of state funded specialist places in the borough.**
- **24/25 financial year £137,545.34 in savings for Ealing placements.**
- The support provided to schools in relation to **AP placements** has led to a reduction in **exclusions and closed placements** from these providers.
- The increase in **Further Education (FE)** offers has facilitated step-downs from high-cost placements. Estimated savings from these step-downs for the **2024/25 academic year total £993,864**
- Commissioning Alliance: Between February 2023 and October 2023 savings of £244,444.00 on Ealing's placements and for the **24/25 financial year £137,545.34 in savings for Ealing placements.**
- Savings are estimated to be around **£8,271,406 from Sept 2019 to June 2025.**
- Through more closely monitored contract we have **developed strong relationships with our local providers**, for example Haydock and Log Cabin



3.4 Priority 4

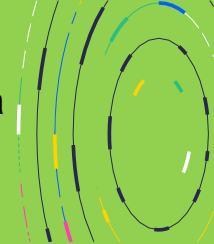
Ensure sufficiency and quality of provision in settings, schools, and services so that children and young people can have their health, social care and educational needs met and feel part of the wider local community.

Areas of development: What are we doing to further improve services?

- The **Post 16 and post 19 educational and transition pathways** and sufficiency requires a review
- In the **post-16 sector**, new supported internship models and employment pathways are being expanded.
- A borough-wide **Early Years review** is underway to assess sufficiency, workforce development, and service design. A **revised version short breaks statement and criteria** will be drafted and published on the local offer.
- We will consider commissioning of a **block placements** in well-established independent schools.
- Health and Council partners will ensure the new **CHC contract is reviewed and implemented**.
- SENAS leads will work with local private providers and NHS partners to develop a **robust commissioning and QA framework for therapeutic provision**
- SEND services will **conduct a review of SLAs and contract terms** for all community organisations
- We will continue our work **on level descriptors** and ensure there are established ongoing feedback loops and reviews
- We will strengthen our monitoring for **personal budgets** to ensure quality and value for money.
- We will deliver the **HNB recovery activities**, ensuring they are costed, monitored for impact and timely.

3.5 Priority 5

To improve the frequency, accessibility and quality of communications with families and between area partners.



Most closely aligns with Area SEND Inspection criteria
Children, young people and their families participate in decision-making about their individual plans and support.
Children and young people with SEND are valued, visible and included in their communities.
Leaders are ambitious for children and young people with SEND
Leaders actively engage and work with children, young people and families
Leaders have an accurate, shared understanding of the needs of children and young people in their local area
Leaders commission services and provision to meet the needs and aspirations of children and young people
Leaders create an environment for effective practice and multi-agency working to flourish

3.5 Priority 5

To improve the frequency, accessibility and quality of communications with families and between area partners.

Co-production

- Feedback from families and professionals has indicated the necessity for clearer, consistent, and accessible communication about support services and processes. **In response, a task and finish group is updating the Local Offer website and revising the SEND communications plan.**
- Coproduction at the heart of our activities and planning. To realise this, we will be working with parents/carers and young people **to coproduce a local definition of the term 'co production'.**
- The Children with Disabilities team have **codesigned short breaks, transition, transport, care quality and the sitting service with parents.**
- **The Youth Social Network** was created in October 2023 with the aim to increase co-production with young people.
- In July 2024, the Include Me **@New Gen** Festival took place. During the May half term 2025, YSN hosted their **first gaming event** in YAC in Southall. In May 2025, the Youth Social Network hosted there second, **Breaking Down Barriers Conference** with 95 delegates. The Youth Social Network were running a **reversed mentoring scheme** with senior council employees as their mentees. The Youth Social Network have been involved in many **consultations to help improve the services in Ealing as well as the community.**
- Since the end of 2024, the YSN member has been involved in working with staff member to **coproduce webpages** for the Youth Social Network on the Preparing for Adulthood website. The Youth Social Network were also involved in creating a **series of short films about tackling neurodiversity** and how it impacts on young people's lives.



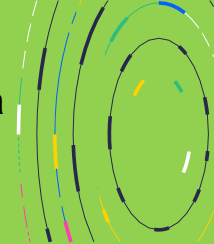
Hot off the press: YSN nominated for award – 03.07.25

*"I am thrilled to inform you that Youth Social Network has been shortlisted for **the Young Ealing Foundation Awards 2025 in the Big Impact category.** Congratulations!"*

This is a significant achievement and a testament to your hard work and talent. We are excited to invite you to the Awards ceremony. The Awards ceremony will take place on Thursday, 25th September at ECC, Northfields. As a shortlisted candidate, we would like to extend an invitation to you and a guest of your choice to join us in celebrating this special occasion."

3.5 Priority 5

To improve the frequency, accessibility and quality of communications with families and between area partners.



Impact: Strengths and achievements

Results from the parent/carer survey in 2025 include:

- **More parents felt listened to and took part in decisions** (Education 71%; Health 76% and Care 64%) up 10% for education and health; social care 11% (Q1).
- **Most parents 85% felt their views were included in their child/young person's EHCP/ support plan** (up by 5% from 2021 (Q3)
- **More parents knew who to ask for help at their child's education setting** (78%) than in 2021 (72%) (Q2)

Quotes from the parent/carer survey

- *"So far, I am happy with the continued communication all areas I have approached in terms of what my child needs..."*
- *"I agree that I am listened to regarding physical health problems."*
- *"In the beginning he was not allowed to be in school for more than an hour but once he had an EHCP and a place in a special school it got better."*
- *"The team of professional that works with my child have been amazingly supportive. Not only to my child but also my wellbeing. Always making sure I was good not just My child. Anything I don't understand will be broken down clearly."*

But we know there is much more to do:

- *"The process of getting the EHCP felt very different. I don't feel my views were taken into consideration."*
- *"I find most of the resources on the Local Offer website are aimed at families of lower income. Also, as a foreigner, I generally have an issue with the phrase "local offer" as it doesn't really mean anything. It took me a few years to realise what it actually meant"*

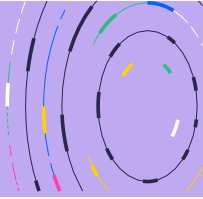
3.5 Priority 5

To improve the frequency, accessibility and quality of communications with families and between area partners.

Areas of development: What are we doing to further improve services?

- Area partners will **co-produce a borough-wide definition of co-production** with children, young people, parents and professionals.
- We will **review our EHCP process with schools** to ensure all EHCPs include meaningful, age-appropriate contributions from children and young people.
- The area partnership will adopt a **'You Said, We Did'** model across all services.
- We will work with parent/carer and youth services to **strengthen the visibility, role and engagement of the representative groups** across governance and planning boards.
- We will review of SLAs and contract terms for all community organisations will enable us to ensure **increased representation from marginalised communities**.
- The LA are working with CORAM to develop an **advocacy framework for children and young people with SEND**, to ensure that they are able to feed into commissioning arrangements and have their views and ambitions more clearly heard in their personalised plans
- We will work with parents/carers and young people to ensure that the **local offer site is refreshed**, accessibility and up to date.
- **A working group has been established to build on the excellent work of the YSN**, comprising a range of practitioners who are committed to supporting the development of this activity, including work around access to leisure activities and transport.

3.6 School Effectiveness and Ealing Learning Partnership



Most closely aligns with Area SEND Inspection criteria

Children and young people's needs are identified accurately and assessed in a timely and effective way

Children and Young People receive the right help and support at the right time.

Children and young people are well prepared for their next steps and achieve strong outcomes.

Leaders are ambitious for children and young people with SEND

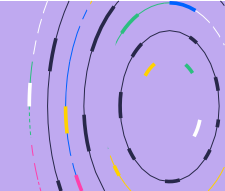
Leaders actively engage and work with children, young people and families

Leaders have an accurate, shared understanding of the needs of children and young people in their local area

Leaders commission services and provision to meet the needs and aspirations of children and young people

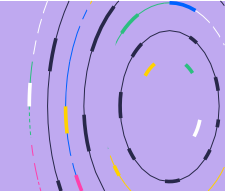
Leaders evaluate services and make improvements

Leaders create an environment for effective practice and multi-agency working to flourish



Ealing Learning Partnership

- Ealing Learning Partnership is a collaboration between the **council and 85 of the borough's schools**, placing school leaders at the forefront of its mission to drive educational excellence, tackle inequalities and deliver better outcomes in pursuit of its mission: **No learner left behind: no school left behind.**
- Ealing Learning Partnership has achieved national recognition through the **Pearson Education Awards, LGC awards, and Association of Education Partnerships** as one of the **most successful education partnerships in the country.**
- More than **45 school leaders** contribute their time to shape and deliver activity on behalf of all learners, the local area and schools.
- High levels of participatory leadership have been externally recognised as a **significant strength of the partnership** and an indicator of **sustainability.**
- Since 2018, **63 primary schools and 6 special schools** have worked collaboratively in five headteacher-led Learning Clusters. These support a well-developed triadic model of peer-peer enquiry and review.
- **Ealing schools have pledged their commitment to meeting the education demands of Ealing Council's Race Equality Commission set up in 2022** to improve the experience and academic outcomes of our Black Caribbean and White Black Caribbean pupils
- An independent **Citizen's Tribunal and linked Education Committee** has been established to hold leaders to account for driving forward these ambitions and with notable success
- **90% of schools have already reviewed and adapted their curriculum** to make it more inclusive and **90% of schools now have a dedicated race equality leader. Nearly a third of schools have established race equality parent forums to elevate the voice and influence of parents/carers**
- Outcomes for Black Caribbean and Dual Heritage (White/Black) Caribbean learners **improved across a number of performance measures in 2024** although we recognise that attainment gaps are still too wide.



Ealing Learning Partnership

- **Every school is supported by a rich programme of professional development; networks and conferences** ensuring that schools are enriched by the latest thinking and shared best practice around inclusion.
- **A collaborative literacy programme across primary and secondary schools** has been a huge success expanding expertise in focused on reading skills and whole school approaches to oracy.
- This year we had our **first ELP Festival of Learning, with 60 showcase events** across all phases, including mainstream schools with SRPs and Special schools,.
- ELP has adapted the **Spiral of Enquiry (SoE)** methodology for use across all phases. **This has resulted in many school leaders either running SoE in their schools or using it during Peer Enquiry**
- In February, ELP was featured in an article in the [Times Educational Supplement](#) that concluded:

'Ultimately, building a locality-based ecosystem that binds us all to a collective purpose takes extensive commitment, but it has the potential to be a highly cost-effective way of working with considerable rewards for all involved.'



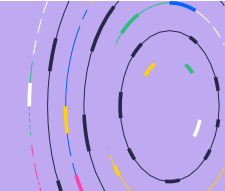
"I just feel privileged to be able to work in Ealing and work with some great people." Primary teacher

"Coming here, the collegiate approach and the collaboration and trust between headteachers was markedly different from anything that I'd seen before, definitely positive." Secondary headteacher

'The work Ealing is doing is really influencing schools and it feels much more collaborative ... there is increased professional pride.'

'There is a growing sense that school leaders see they are educators of all, not just the children in their own school.'

ISOS Interviews with Ealing Learning Cluster Leads, Autumn 2024



Access and Inclusion

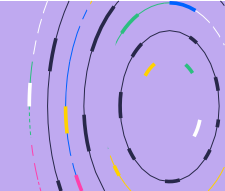
Suspensions and Exclusions

- As of June 25th, 2025, the data for suspensions and exclusions at all phases shows a **reduction compared to the same date last year**. This is bucking the national trend.
- **In primary schools, there was a 4% decrease in suspensions in 2024-25** compared with the same period the previous year.
- **In secondary schools, there was an 8% decrease in suspensions in 2024-25** compared with the same period the previous year.
- There were **5 permanent exclusions** from Ealing Primary Schools compared with **9 in the same time period** in 2023-24 and 2 permanent exclusions from Ealing Special Schools
- There were **40 permanent exclusions** from Ealing Secondary Schools, compared with **51 in the same time period** in 2023-24
- Pupils with SEND are over-represented in suspensions (45%) and in permanent exclusions (49%) in 2024-2025
- Pupils of Black Caribbean heritage were over-represented, 9% of the suspensions compared to 3% of the population across phases
- Pupils of White and Black Caribbean heritage were over-represented, 7% of the suspensions compared with 1.9% of the population across phases



Attendance

- **Primary schools:** Ealing has attendance levels **higher or broadly in line** with National, London, and our Statistical neighbours.
- **Secondary schools:** Ealing has attendance **levels higher or broadly in line** with National, London, and our Statistical neighbours.
- **Special Schools:** Ealing has **higher attendance rates** and **lower PA rates** than National, London and our statistical neighbours.
- Pupils with SEND are more likely to be absent from school than their peers and the gap widens in secondary school (SEND 83% vs all 91%)
- As of June 2025, Ealing Council has **41 children** and young people with provision via EOTAS.
- As of June 2025, Ealing Council has **42 children** and young people with an EHCP that are EHE.



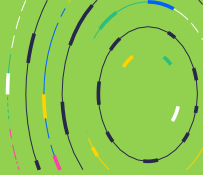
Impact: Strengths and achievements

- **98% of Ealing's schools are judged to be good or outstanding by Ofsted.**
- A third of schools are now judged to be providing an outstanding education for pupils.
- Academic outcomes remain **well above the national across all key stages.**
- Disadvantaged learners continue to achieve strong academic outcomes in every key stage.
- Ealing's secondary schools have retained their position in the **top 5** across the whole country for Progress 8 for all pupils since 2019.
- In the Early Years: **26% of pupils with SEN achieved the good level of development (GLD).** This was a six-percentage point increase on 2023 and moves Ealing six points ahead of the national figure (20%).
- At the end of Key Stage 2: **29% of pupils with SEN achieved the expected standard (EXS) or above** in all of reading, writing and maths (RWM EXS+), greater than the national figure of 22% and **12% of pupils with EHCP achieved the expected standard RWM**, greater than the national figure of 9%.
- At the end of Key Stage 4: **22% of all pupils with SEN achieved grades 5+ in English & Maths, greater than the national figure of 18%** and 13% of pupils with EHCP achieved grades 5+ in English & Maths, greater than national figure of 7%.
- Pupils with SEND achieve outcomes that are above the national standard and Progress 8 for pupils with SEND has **significantly improved to -0.1 vs -0.63 nationally.**
- In **2024, Post-16 pupils with EHCP outperformed their London and national counterparts** in academic qualifications achieving APS of 36.1 vs 32.9 and 32.1 respectively
- **Ealing is ranked 6th nationally** for the number of young people in employment, education and training.

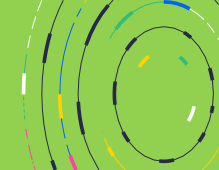
Areas of development: What are we doing to further improve services?

- **Build on improvements in school attendance** and continue to strengthen systems across all providers
- Strengthen central **oversight of children who are absent, missing education or missing out on education and EHE.**
- Significant focus on the **quality of the curriculum and outcomes for the SEND** cohort across all phases of provision
- Retain a **high-level focus on supporting effective transitions from nursery provision** to the end of reception
- **Strengthen information sharing** to support primary to secondary transition and effective planning for children with SEND
- Further **strengthen partnership working** between schools, parents, council, FE providers to secure the best curriculum pathways and accreditation routes for young people working at Level 1 and Level 2.
- Significantly improve the **academic outcomes and progression pathways for Black Caribbean, Dual Heritage (White/Black) Caribbean and Somali** pupils
- Focus on developing **pupil-parent agency** - bringing down the overall number of suspensions and permanent exclusions for Black Caribbean pupils
- There is an overrepresentation of pupils of Black Caribbean heritage who are identified with SEMH needs and **we are working with the Race Equality Tribunal** members to better understand this trend.
- They have also reported that families find it hard to speak to schools at an early point, to work together to support their children. **There is an ongoing commitment across children's services to continue working to increase equitable access to education for marginalised groups.**

3.7 System-wide leadership and strategic governance



Most closely aligns with Area SEND Inspection criteria
Leaders are ambitious for children and young people with SEND
Leaders actively engage and work with children, young people and families
Leaders have an accurate, shared understanding of the needs of children and young people in their local area
Leaders evaluate services and make improvements
Leaders create an environment for effective practice and multi-agency working to flourish

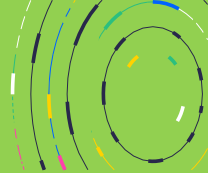


Effective area partnership working

- **The area partnership benefits from having a passionate and committed workforce.**
- Ealing has **established partnership arrangements** leading to **effective collaboration** between local authority services, health providers, education settings, voluntary and community sector organisations, and families.
- Relationships between agencies strong and developing further, as leaders and professionals engage in SEND strategy work, and understand the priority of getting this work right for our residents. **There is an appetite for joint working across the local area. Engagement across services is good at all levels**
- **Health, social care and SEND partnerships are being strengthened** at every level with ongoing work in relation to operational planning and the quality of EHCPs.
- **Partnership working with school leaders is particularly strong.**
- **Communication with schools in relation to the SEND strategy is strengthening** and continues to develop allowing for effective co production and consultation

***LGA Peer review Feb 2025:** Ealing has a highly committed workforce across children's and health services, schools and other settings who are passionate about improving the life chances of children and young people in the borough. The council supports and maintains strong relationships with schools and other education and early years providers with well-established SEND network meetings and cluster working in place. Ealing Learning Partnership is very effective and offers support and learning opportunities for early years settings and schools including SENCO's....*

...SENCOs regularly liaise with SEND Caseworks and use the councils' special educational needs help line and find this very helpful in dealing with children with special needs.



Impact: Strengths and achievements

- There are now more **clearly established lines of communication between area partners**, with information shared readily at intervention and strategic levels.
- Our **SEND and Inclusion Partnership Board has been strengthened** through focused developmental away-days, refreshed membership and work scheduling to support partnership accountability.
- The **CYP board is working establishing a joint strategic plan** using area data to underpin its four interconnected workstreams: Healthy Minds; Healthy Bodies; Best Start; Inclusion for all
- **Organisations representing parents and carers have a 'seat at the table'** and are able to share feedback from our families in relation to area SEND work
- Work with the **Youth Social Network** is beginning to align more closely to the Care Leavers participation work. This ensures that we are moving towards adopting a **corporate parenting approach to SEND**.
- **Feedback from children and families confirms high levels of trust and relationship-based practice**, while mechanisms such as the Mind of My Own and Ealing Cares platforms ensure that the child's voice is consistently captured.

Areas of development: What are we doing to further improve services?

- The area partnership will work on developing a **Corporate Parenting approach to SEND**
- We will **assess the impact of the SEND strategy** ensuring that this evaluation includes the feedback from service users.
- We will continue to **develop our self-evaluation and improvement planning cycle** across the partnership
- The **JSNA will be updated**
- We will develop a **joint data-rich CYP action plan** ensuring alignment across the partnership's four priorities
- We will **support community groups to effectively participate in the development of the next SEND strategy**
- A **SEND and Inclusion Data Dashboard** is currently in development to draw together information from across health, education and care systems.
- We will **embed the voice of families, children and young people in our planning** and multi-agency structures.
- We need to work on **clarifying and strengthening our mechanisms** for partnership working
- We will **establish a comprehensive training and development schedule** to support the development of our multi-agency workforce starting in September 2025.