

Coventry Special Educational Needs & Disability (SEND) and Alternative Provision (AP) Reform plan

May 2026 | v1.4

Appendix A: Cabinet Report

Signatories

Role	Name	Signature	Email contact	Date
Chief Executive, Coventry City Council				
Section 151 Officer, Coventry City Council				
Chief Executive, ICB				

Partnership Leaders

Role	Name	Signature	Email contact	Date
CCC, DCS				
CWPT, TBC				
ICB, TBC				
PCF, TBC				
Schools Partnership, TBC				

Local Authority:

Integrated Care Board:

Senior Responsible Officer:

Last Updated:

Coventry City Council
Coventry and Warwickshire
Sukriti Sen
15th May 2026

Executive Summary

Over the next three years, Coventry will build on strong foundations—education partnerships, a well-established early intervention approach and a Dedicated Schools Grant (DSG) surplus position—to deliver a highly inclusive, partnership-led 0–25 SEND system. This will mean greater co-production, clearer pathways and accountability, improved outcomes and high-quality local provision for all. In this plan, **CYP** refers to children and young people.

Build a 0–25 system where CYP receive support to achieve and thrive through more inclusive settings and stronger local partnerships

Coventry has strong foundations for inclusion and partnership working through an established education partnership and school networks, including SEND. Many CYP are supported successfully at SEN Support through early intervention and a well-embedded graduated response. However, ordinarily available provision is not yet consistent across phases, and access to early specialist input—particularly health-related support—remains variable. We will co-produce a shared definition of inclusion, clarify thresholds and pathways, and strengthen accountability through refreshed governance (SEND & AP Partnership Board, SEND Reform Delivery Group and themed workspaces). We will know we are succeeding when families experience clear routes to support, fewer transfers between services, and—where possible—CYP are educated successfully close to home.

Improve capacity and capability of the mainstream and specialist workforce to identify and meet need

Education-led workforce foundations are strong, with established Special Education Needs Co-ordinators (SENCO) networks and a structured training offer that supports early identification and intervention. Education, Health & Care (EHC) Plan timeliness has historically been strong, dipped in 2025 and has improved in 2026 following substantial investment in team capacity; sustaining this improvement is a core priority. We will build on strong SEND traded services and local specialist provision to deliver the Experts at Hand operating model—bringing specialist expertise earlier, building on the excellent workforce strategy already in place, strengthening the graduated response and reducing avoidable escalation (including preventable moves into AP and Education Other Than at School (EOTAS)). In parallel, we will agree a joint commissioning approach and a therapy delivery model including speech & language therapists (SaLT) and Occupational Therapists (OT) that supports EHC Plan Section F delivery as well as earlier help. Success will be shown through wider reach of specialist advice in mainstream, more consistent practice across the city, and reduced reliance on reactive, casework-only approaches.

Improve confidence of children, families and stakeholders in reform and readiness of the system

We recognise confidence in the system is inconsistent and that co-production is not yet embedded consistently in decision-making. Suspensions and exclusions of CYP with SEND increased in 2025 and 2026, EOTAS has risen significantly in the past year, and there are a small number of CYP with complex needs where we struggle to secure placement sufficiency. Improving inclusion, engagement and access to education is therefore

Appendix A: Cabinet Report

a shared priority. Coventry has an established AP framework, which provides a strong platform to strengthen pathways, provide early intervention and support reintegration. We will strengthen co-production through clearer routes for gathering views, regular touchpoints and transparent “we said / we did” feedback. We will align the SEND Reform Programme with the roll-out of the Family First Partnership Programme (FFPP) so families experience one joined-up front door, clear lead professional/keyworker roles, consistent communications and effective information sharing. We will implement and embed our Belonging and Inclusion Strategy, including behaviour pathways, alongside stronger assurance for reduced timetables and EOTAS (clear pathways, review points and escalation). Progress will be evidenced through improved qualitative feedback, fewer avoidable disputes, and increased confidence in pathways and support while waiting.

Stabilise finances and improve value for money

Strong leadership and management, an increasing high needs block allocation, and investment in early intervention and local partnerships mean Coventry is not in an overall DSG deficit position and has not utilised a Schools Block to High Needs Block transfer. Historically, the proportion of CYP with SEND educated locally has been high; while local placements are increasing, non-local placements have also risen over the past three years. Reversing this trend is a priority for outcomes, value for money and future financial sustainability. We will strengthen the local offer by expanding inclusion bases (including improving mainstream estates through targeted adaptations) and increasing local special school capacity to support CYP with the most complex needs. This will be informed by a strategic programme of work with Special School Head Teachers and the Open Thinking Partnership, ensuring our approach is co-produced and rooted in shared system leadership. Alongside this we will prioritise local capacity using a small, quality-assured independent offer where needs cannot be met locally. We will know we have achieved our three-year vision when headline metrics show sustained improvement in local placement numbers, attendance/exclusions and family experience, and clear impact of reform and capital investment on placement patterns, EOTAS and transport dependency.

Section 1 – Vision and Goals

By **2029**, Coventry will deliver a SEND system where **CYP achieve, belong and thrive in their local communities**, supported by confident families, inclusive mainstream and specialist settings and a sustainable local offer. This means that:

Goal 1: CYP with SEND achieve, belong and thrive in their local communities

CYP with SEND will experience positive outcomes and a strong sense of belonging and recognition that they matter. The majority will be supported successfully in **inclusive local early years settings, schools and colleges**, with improved attendance, participation and progress across all phases.

This will be evidenced by:

- Increase in the proportion of CYP with EHC Plans educated in local mainstream settings.
- Improvement in attendance for CYP with SEND across early years, school and post-16.
- Increase in participation for CYP with SEND (e.g., sustained engagement in learning and wider school/college life).
- Increase in CYP reporting they feel safe, included and able to learn, measured at least annually through codesigned feedback tools.
- Improved attainment and progress for CYP with SEND (teacher assessment/qualifications achieved), and improved post-16 destinations.

Goal 2: Families have confidence in the SEND system because it is transparent, responsive and shaped by lived experience

Families will have confidence in the SEND system because their experience of using it is positive and straightforward, and because they can see the outcomes it helps them achieve. Co-production with parents, carers and CYP will be embedded, with transparent decision-making and clear feedback on how lived experience shapes services.

This will be evidenced by:

Appendix A: Cabinet Report

- Co-production strategy published and refreshed annually, with a forward engagement timetable agreed at least termly.
- Quarterly co-production audit trail (case studies/decision logs) showing increasing shared decisions and joint sign-off with Parent Carer Forum (PCF) and CYP.
- “We said, we did” updates published on the local offer website at least termly, linking feedback to decisions and measurable service changes.
- Year-on-year increase in family confidence and clarity on how to access support, measured through a codesigned survey/feedback tool.

Goal 3: Mainstream settings are confident, capable and supported to meet a wider range of needs early

Mainstream settings will be confident, capable and supported to meet CYP needs earlier and know where to seek support where needs are more complex. A fully embedded **Experts at Hand** offer and consistent ordinarily available provision will enable earlier identification and support, reducing avoidable escalation of need.

This will be evidenced by:

- Increase in the proportion of early years settings, schools and colleges accessing Experts at Hand, with equitable reach across localities.
- Ordinarily available provision standards implemented across settings, with termly assurance showing increasing consistency.
- Reduction in average waiting time to first specialist contact for targeted health services (including therapies).
- Increase in families reporting confidence and clarity on how to access support (agreed survey/feedback tool).
- Increase in school/SENCO self-assessment confidence in inclusive practice, supported by timely access to advice.
- Improved evidence of belonging and inclusion in Ofsted inspection findings, with reducing variation between settings.

Goal 4: A sustainable, high-quality local SEND and AP offer that offers value for money and local provision

Coventry will have a sustainable, high-quality and timely local SEND offer that provides good value local provision. Investment will be increasingly focused on strengthening local capacity, reducing dependence on independent, out-of-area and alternative provision, and supporting a more sustainable financial position.

This will be evidenced by:

- Increase in local specialist capacity delivered (number of Specialist Bases opened and additional places in specialist settings).

Appendix A: Cabinet Report

- Stabilisation (and then reduction) in DSG high needs cost pressures, with invest-to-save savings tracked and reported at least quarterly.
- Year-on-year reduction in average travel distance/time for CYP with SEND and fewer long-distance placements.
- Increase in CYP receiving targeted health support, alongside a reduction in avoidable specialist referrals and urgent escalations.

Goal 5: A skilled, accountable and collaborative partnership drives continuous improvement

A skilled, accountable and collaborative partnership will drive continuous improvement. Strong system leadership, effective partnership working, a stable and skilled workforce, and intelligent use of data and lived experience will underpin shared accountability and sustained improvement across education, health and care.

This will be evidenced by:

- Sustained partner representation and attendance at SEND governance forums, monitored and reported at least termly.
- Increase in the proportion of the education workforce completing priority SEND training aligned to the shared workforce strategy.
- Improved recruitment and retention in specialist roles (e.g. Educational Psychology (EP), SaLT, OT), and the schools' workforce, shown by reducing vacancies and turnover.
- Single shared SEND performance framework, with headline metrics tracked through governance.
- Termly sharing of inclusive practice through agreed networks (e.g., Inclusion Group/Specialist Bases), with increasing take-up by settings.

Section 2 – Strategy

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

Local Blueprint 2026-2029	Where we are now	Where we will be in the next 3 years
<p>Building Block 1 Strengthening inclusion across education settings</p>	<p>Overall self-assessment: Developing (with elements of Maturing)</p> <p>Coventry has strong foundations for inclusion, including effective identification, a well-embedded graduated response, and a high proportion of children supported successfully at SEN Support. There is evidence of maturing practice in parts of the system, particularly where schools are making effective use of adaptive provision.</p> <p>However, the matrix also highlights inconsistency across settings and phases, and that ordinarily available provision is not yet embedded universally. As a result, inclusion is developing but not yet reliably consistent across the whole system.</p>	<p>By 2029, our local SEND system will:</p> <ul style="list-style-type: none"> • Embed a shared definition of inclusion across all partners and build it into governance and quality assurance, so decisions and expectations are consistent and the impact on outcomes is clear. • Set clear, city-wide ordinarily available provision standards as a non-negotiable baseline, support settings to deliver them, and use quality assurance to show support is consistent and escalation reduces. • Identify where inclusion is not working well and take timely action with the appropriate support and challenge. • Build staff confidence and skills through a joined-up workforce development and experts at hand offer with practical follow-up (coaching and peer support) to embed change. • Have an established Experts at Hand offer that helps settings get the right advice early and strengthen their graduated response. • Expand the support base offer ensuring it is welcoming and high quality to children and families, with shared standards and strong take-up from schools. • Use data and lived experience together to understand what is and isn't working, and to focus support where it will make the biggest difference. • Have smooth transitions between phases and setting so CYP feel ready and supported. • Help CYP with SEND achieve stronger attainment, benchmarking well against peers in other localities and those without SEND.
<p>Building Block 2 Access to specialist support and local placements</p>	<p>Overall self-assessment: Developing</p> <p>The maturity assessment indicates Coventry has a strong and improving understanding of specialist</p>	<p>By 2029, our local SEND system will:</p> <ul style="list-style-type: none"> • Meet the needs of most CYP through mainstream and special schools, increasing the proportion accessing local provision.

Appendix A: Cabinet Report

	<p>provision and place planning, with maturing practice in alternative provision, local special schools, and sufficiency planning. These help system leaders to understand demand, cost pressures, and quality issues well.</p> <p>However, access to early, universal and targeted specialist support (particularly health-related input) is less consistent, and reliance on specialist and high-cost provision remains significant. Overall, access to specialist support is developing, with clear foundations but not yet fully rebalanced toward early intervention.</p>	<ul style="list-style-type: none"> • Deliver at least 100 additional Specialist Base places, alongside strong inclusive practice, so they are welcoming for CYP and families. • Use Best Start in Life and FFPP to provide a well-accessed early family help offer for families of CYP with SEND. • Deliver at least 184 additional local special school places for CYP with complex learning needs and Social Emotional Mental Health (SEMH). • Provide the right mix of specialist places across the city so families can access suitable provision closer to home. • Have clear, inclusive pathways and communication that builds on Coventry's Family Valued Principles, especially where CYP do not fit a "standard" offer. • Ensure CYP can access timely mental health support, with clear pathways into specialist services (including Child & Adolescent Mental Health Services) and the right provision (mainstream, AP, or specialist) when they cannot attend their usual setting. • Provide clear assessment and diagnosis pathways via the Digital Local Offer, with timely health assessments (including speech and language, mental health and eating disorders) and diagnosis where needed. • Improve access to SaLT and OT interventions (including without an EHC plan where appropriate) and ensure EHC plan-specified provision is delivered reliably and consistently for CYP. • Strengthen early intervention so needs are identified and met earlier, reducing avoidable escalation. • Align the AP Graduated Model of Support to the Targeted (Outreach), Targeted Plus (Intervention) and Specialist (Transitional) framework, with sufficient flexible capacity for SEMH, Emotional Based School Avoidance (EBSA) and medical needs. • LA and health services work to a shared plan for each child or young person, share information, and are clear on responsibilities, especially at key transition points for CYP.
<p>Building Block 3 System leadership, local partnership collaboration and co-production</p>	<p>Overall self-assessment: Developing</p> <p>The maturity assessment shows strong system leadership, effective partnership structures, and improving use of data to inform decision-making. Leadership and collaboration are assessed as securely developing, with some elements</p>	<p>By 2029, our local SEND system will:</p> <ul style="list-style-type: none"> • Have a shared understanding across all partners of what good co-production means in practice. • Ensure CYP, parents/carers and professionals routinely work together (through our PCF, CYP Groups, SEND Information & Advice Support Service (SENDIASS) and governance programme), so lived experience shapes

Appendix A: Cabinet Report

	<p>approaching maturing.</p> <p>However, co-production with parents, carers and children and young people is less embedded, with engagement not yet consistent across all strategic and operational decisions. As a result, this building block remains developing overall, with strong leadership but more work needed to ensure coproduction is fully embedded.</p>	<p>priorities, pathways and practice and families can see what has changed as a result.</p> <ul style="list-style-type: none"> • Use targeted engagement with specific family communities (including Elective Home Education (EHE)) and with faith and community groups, using trusted routes and accessible formats. • Use clear feedback loops and a shared communications approach, with an improved digital Local Offer that clearly sets out what support is available, provides a single and accessible way for families to share feedback, and publishes regular updates on what we have changed as a result ('we said / we did'). • Have governance that supports joined-up, data-informed co-production and shared accountability, including clear decision records and follow-through on actions. • Have clear accountability when things do not go to plan, with agreed escalation routes and a governance-led improvement cycle that results in timely course-correction and sustained changes in practice. • Services are jointly commissioned, using what families tell us is effective and what our data shows, so that support meets needs and improves outcomes for CYP with SEND.
<p>Building Block 4 Encouraging inclusive culture and behaviours</p>	<p>Overall self-assessment: Emerging → Developing</p> <p>The maturity assessment identifies growing awareness of inclusive values and behaviours, and examples of good practice across settings and networks.</p> <p>However, inclusive culture is not yet consistently embedded or reinforced across the system, and expectations are not yet strong enough to ensure predictable inclusive behaviours in all settings. The system is moving from emerging into developing, but inclusive culture is not yet universal.</p>	<p>By 2029, our local SEND system will:</p> <ul style="list-style-type: none"> • Make inclusion a felt experience for CYP so they feel safe, understood, and able to learn, with early, stigma-free adjustments—supported by timely advice and coaching through workforce development and Experts at Hand. • Extend our 'Family Valued' approach to put relationships and relational practice at the centre of support, so CYP and families know who is alongside them, what will happen next, and how to get help if things are not working. • Listen and respond to CYP in accessible ways, so their views shape support and they can see what has changed. • Build a consistent culture of belonging that supports strong engagement in education, with shared expectations and day-to-day practice so CYP can access a full-time offer where this is right for them. • Reduce missing education and reduced timetables without a clear plan and review, using rapid specialist input through Experts at Hand to support settings and prevent avoidable escalation. • Strengthen engagement with CYP and families who are EHE or EOTAS, using trusted routes and regular touchpoints, and implement a clear, co-produced inclusion vision with consistent review and reintegration support where appropriate.

Appendix A: Cabinet Report

		<ul style="list-style-type: none"> • Reduce EHE/EOTAS driven by unmet need, while maintaining high-quality options where these arrangements are the best fit and reflect the child and family’s preference. • Reduce waiting times to secure suitable placements and support for CYP with complex SEND, including those new to the city, and help more CYP learn close to home reducing out-of-city placements and average journey times.
<p>Enabler 1 Capital</p>	<p>Current position: Developing (with maturing elements)</p> <p>The maturity assessment shows that Coventry has strong foundations in SEND and AP sufficiency and capital planning, with a clear understanding of current and projected demand. This is now supported by demonstrable delivery of inclusive capital investment, particularly through the expansion of Specialist Bases in mainstream settings.</p> <p>Since 2024, Coventry has opened three new primary Specialist Bases and one secondary Specialist Base (the first of its type), with a further three primary and one secondary Specialist Base in delivery for completion by early 2027. A Specialist Base Partnership Group, working jointly with schools, is in place to oversee delivery and quality. This reflects a clear shift from strategy to implementation and shows increasingly mature use of capital to strengthen local, inclusive provision.</p> <p>However, the maturity assessment highlights that capital investment is not yet fully embedded as a system-wide lever for inclusion and reform. While specialist base delivery is progressing well, the impact of capital investment on placement patterns, transport dependency and reliance on high-cost provision is not yet consistently evaluated or articulated, and wider mainstream adaptations</p>	<p>By 2029, our local SEND system will:</p> <ul style="list-style-type: none"> • Embed a small-grants capital plan for setting to make minor practical adaptations to support with inclusion. • Deliver a Specialist Base strategy for local authority-led provision that matches need and geography and is linked to five-year demand projections. • Deliver our Special School Partnership Programme with Open Thinking Partnership and local special schools to improve outcomes and experience and strengthen value for money. • Increase capacity in special schools for SEMH and broad-spectrum needs, so more children can be supported locally. • Have a co-produced plan to support children with the most complex SEND within the city, including the right special school places and support pathways. • Demonstrate how all elements of our capital plan, work together to provide a cohesive city-wide offer, that maximises positive outcomes, families’ confidence in local settings and delivers excellent value. • Demonstrate how capital investment is changing placement patterns, reducing transport dependency and lowering reliance on high-cost out-of-area provision. • Ensure the AP capital investment plan supports early intervention capacity, ensuring appropriate short-term and transitional provision, and reducing reliance on long-term placements across primary and secondary

Appendix A: Cabinet Report

	beyond specialist base settings remain developing.	
Enabler 2 Workforce	<p>Current position: Developing (with maturing elements)</p> <p>The maturity assessment shows that Coventry has a clear SEND workforce strategy and a strong education-led workforce foundation, with good access to SEND-specific training, SENCO networks and professional development. Specialist education services demonstrate maturing practice, supported by regular supervision, CPD and quality assurance, and there is increasing alignment between workforce development and SEND reform priorities, particularly inclusion and early intervention.</p> <p>However, the maturity assessment highlights that workforce planning and deployment across education, health and care are not yet fully integrated. Capacity and consistency within health-commissioned services, particularly therapies, remain variable, limiting equitable access to early specialist support. While training activity is well established, system-wide consistency of practice and impact is not yet assured, and specialist expertise is still largely deployed through service-based models rather than system-wide, group-level approaches.</p>	<p>By 2029, our local SEND system will:</p> <ul style="list-style-type: none"> • Have a shared, joined-up workforce plan across the local authority and health, so capacity is planned and deployed around need (not organisational boundaries). • Have a stable and well-supported specialist workforce (including EP, SaLT and OT), with clear routes for settings to access advice early and consistently. • Continue to invest in the Workforce Strategy ensuring no overlap with National training to build mainstream confidence and capability through coordinated training, coaching and networks, with clear expectations for inclusive practice. • Collaborate with experts by experience (CYP and families) to co-design and strengthen inclusive practice in schools, including practical tools, training input and feedback on what is making a difference. • Agree a “Working Together” charter that sets out how experts by experience and professionals will work together to bring about change including how we co-design improvements, test what works, share feedback, and use this to strengthen inclusive practice in schools. • Use Experts at Hand to spread specialist expertise across the system (early help, strategic problem-solving with settings, and practice development), In the longer term seeing a potential shift from individual casework approach. • Embed the Experts at Hand learning and operating model into business-as-usual, with clear ownership, governance and resourcing so that benefits and continuity are sustained beyond time-limited programme funding. • Have consistent quality assurance across services (including therapies), with learning used to improve practice and reduce variation.
Enabler 3 Data and Digital	<p>Current position: Developing</p> <p>Coventry has established core SEND data systems and dashboards and uses quantitative data to inform place planning, commissioning and performance oversight. There is good understanding of levels of need, historic trends and</p>	<p>By 2029, our local SEND system will:</p> <ul style="list-style-type: none"> • Have a shared set of outcome-focused measures and leading indicators, used routinely across the partnership to guide decisions and improvement. • Bring education, health and care data together so we have a single, consistent view of demand, delivery, quality and outcomes. • Use data in a more helpful way, moving from describing what is happening to understanding why, and what needs to change next.

Appendix A: Cabinet Report

	<p>demand drivers, particularly in relation to EHCP growth, placement patterns and sufficiency. Data is increasingly used to support challenge and decision-making at partnership level.</p> <p>However, the maturity assessment also highlights that data, and digital arrangements are not yet fully integrated across education, health and care, and that analysis remains largely descriptive, rather than consistently diagnostic or predictive. While qualitative data and lived experience are gathered, these are not yet systematically combined with quantitative data to inform strategy and improvement. Shared, outcome-focused metrics are still being developed and agreed across the partnership, rather than embedded as a single, routine performance framework.</p>	<ul style="list-style-type: none"> • Combine lived experience with quantitative data as standard (e.g., surveys and feedback loops alongside dashboards) so we can target action and track what improves. • Have reliable, timely data with clear ownership and data quality checks, so reporting is trusted and useful. • Improve digital processes for key SEND pathways so families and professionals experience clearer information, fewer handoffs and faster responses.
<p>Success measures <i>Drawing on metrics from the accompanying data template</i></p>	<p>Building Block 1 We will know inclusive participation and belonging is improving if:</p> <ul style="list-style-type: none"> • attendance for pupils with SEND improves; • suspensions/exclusions reduce; and • parent/carer and CYP survey responses show that CYP feel they belong and are supported well in their setting. • Reduced demand for specialist settings. <p>We will know early inclusion capacity and confidence is strengthening if:</p> <ul style="list-style-type: none"> • the reach of the Experts at Hand offer increases; • the rate of growth in EHC needs assessment requests slows; and • SENCO confidence improves (timely advice is available) alongside improved parent confidence that support can be accessed without needing an EHC plan. <p>Building Block 2 We will know local access and placement stability is improving if:</p> <ul style="list-style-type: none"> • the proportion of CYP with EHC plans educated locally increases (and non-local placements reduce). • placement stability improves (fewer unplanned moves); and • parent/carer and CYP feedback indicates provision is suitable and closer to home. <p>We will know therapy and diagnostic access is strengthening if:</p>	

Appendix A: Cabinet Report

- waiting times reduce and the proportion of EHC plans where SaLT/OT provision is delivered as specified (Section F) increases;
- access to SaLT/OT outside the EHC plan process improves (through Experts at Hand/targeted routes); and
- parent and SENCO feedback confirms routes to support are clear and timely.

We will know specialist pathways for SEMH and AP are more effective if:

- Fewer CYP enter alternative provision via crisis routes, shown by a reduction in permanent exclusions and Sixth Day (Tier 4) placements being used as the first response.
- More CYP access early, preventative AP interventions sooner, shown by increased use of Coventry Alternative Provision (CAP) Tier 1–3 pathways (universal, targeted and time limited support) before difficulties escalate.
- A higher proportion of CYP successfully stabilise and sustain reintegration, demonstrated through improved attendance and SEMH outcomes during/after intervention and reduced escalation following return to mainstream.
- Families report clearer pathways and better reintegration planning.

Building Block 3

We will know system confidence and responsiveness is strengthening if:

- Multi-agency as well as PCF / CYP coproduction.
- partnership actions agreed through governance groups are delivered to timescale and repeated issues reduce;
- our multi-agency audit programme shows improving consistency in decision-making, pathways and follow-through; and
- a routine 360° feedback approach shows improved confidence and experience across CYP, parents/carers, schools/settings, and professionals.

Building Block 4

We will know inclusive culture and access to education is becoming consistent across Coventry if:

- reduced timetables and EOTAS reduce in volume and duration, with a higher proportion having a clear plan and review points (and more timely reintegration to suitable education where appropriate);
- variation between settings reduces, shown by a narrowing spread in suspensions/exclusions for pupils with SEND across schools; and
- Access to inclusive places is more equitable, shown by a more even distribution across settings of CYP with EHCPs educated outside their catchment area (so responsibility for inclusion is shared, not concentrated).
- Reduction in not in education, employment and training (NEET) and Not Known at Post 16.

Appendix A: Cabinet Report

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

Our strategy focuses, not only on what we want to achieve but on **how** we will deliver change, by putting co-production at the centre of decision-making and strengthening governance so we have clear grip, pace and accountability across the partnership.

We will agree a small number of high-impact priorities with the PCF and with CYP, and we will formalise how their input shapes plans, service design and delivery. This includes clearer routes for gathering views, regular touchpoints, and feedback loops so families and CYP can see what we have heard, what decisions we have taken, and what has changed as a result. A shared communications approach will support this, so people know what to expect and where to go for help.

We will refresh our governance, so delivery is coordinated and transparent. A new Reform Delivery Group (RDG) will oversee implementation, manage dependencies and remove barriers, using a simple delivery rhythm (clear actions, owners, timescales and reporting). This will enable the SEND and AP Board to focus more on strategic oversight and clinical support and challenge. We will use data alongside lived experience to track progress and adapt quickly, with headline indicators including parent and CYP confidence, the proportion of CYP educated locally, and attendance and attainment for CYP with EHC plans.

Please upload a completed copy of the Local Partnership Maturity Assessment Tool. (Refer to Appendix 2)

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

Local roadmap for the next 3 years	2026/27	2027/28	2028/29
Building Block 1 <i>Strengthening inclusion across education settings</i>			
Building Block 2 <i>Access to specialist support and local placements</i>			
Building Block 3			•

Appendix A: Cabinet Report

<i>System leadership, local partnership collaboration and co-production</i>			
Building Block 4 <i>Encouraging inclusive culture and behaviours</i>			
Enabler 1 <i>Capital</i>			
Enabler 2 <i>Workforce</i>			
Enabler 3 <i>Data/digital systems</i>			
Success measures			

1. What will the local area partnership deliver in the first year? TBC

Please outline the key workstreams, milestones and trajectory your local area partnership will deliver and achieve in 2026-27 as well as how you plan to spend the investment allocation that will help fund this year's delivery. Please share key milestones and anticipated dates, success measures, cost breakdown and category. These should incorporate the core minimum requirements, be mapped to the building blocks above and should reflect a more detailed trajectory to the narrative, milestones and target metrics outlined in the 2026-27 column above.

Appendix A: Cabinet Report

2026-27 Local delivery plan	Q2		Q3		Q4	
Workstream outline – mapped to building block Outcome - what you want to achieve with this workstream Success measures – how you measure progress drawing on metrics from the accompanying data template	Milestones per workstream What key milestones will enable you achieve your targeted trajectory	Target trajectory per workstream Where do you expect your data to be?	Milestones per workstream What key milestones will enable you achieve your targeted trajectory	Target trajectory per workstream Where do you expect your data to be?	Milestones per workstream What key milestones will enable you achieve your targeted trajectory	Target trajectory per workstream Where do you expect your data to be?
Workspace 1 Quality Assurance, Data and Digital Outcome Strengthen system assurance and intelligence across SEND and AP, ensuring that reform delivery and decision making are informed by robust quality assurance, reliable data and effective digital processes. Success Measure The partnership has trusted, routine reporting that is used to understand variation and drive improvement (not just describe performance). Multi-agency assurance and lived experience evidence are brought together to inform decisions, with clear examples of course-correction and learning. Responsible Person Head of SEND and Designated Clinical Officer						

Appendix A: Cabinet Report

<p>Workspace 2 Commissioning and Workforce Development</p> <p>Outcome <i>Strengthen system capacity and capability to meet the needs of children and young people with SEND, through improved commissioning and workforce development.</i></p> <p>Success Measure <i>Settings can access earlier specialist advice and support through Experts at Hand, underpinned by increasing and better-deployed specialist capacity (EP/SaLT/OT) and clearer routes for therapy access and Section F delivery. Evidence of reach, consistency and feedback is used to refine the offer.</i></p> <p>Responsible Person <i>Head of SEND and SEND Joint Commissioning Lead</i></p>						
<p>Workspace 3 Capital and Sufficiency</p> <p>Outcome <i>Ensure a sustainable, planned approach to meeting current and future demand for SEND and Alternative Provision.</i></p> <p>Success Measure <i>Sufficiency decisions are based on robust demand analysis and are delivered through a clear, managed pipeline (including Specialist Bases), with readiness grip and benefits tracking. Evidence is used to adjust plans and reduce reliance on out-of-city provision over time.</i></p>						

Appendix A: Cabinet Report

Responsible Person <i>Head of SEND and Education Capital Lead</i>					
Projected Investment Spend per quarter <i>Please specify funding source for each category</i> <i>Example categories:</i> Programme oversight/additional leadership capacity. Workforce Recruitment Workforce training and development Data/Digital					
Total Spend					

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

To ensure sufficient capacity and capability to implement this plan, the local area will strengthen both governance and programme infrastructure. We will implement a revised governance structure, with a Reform Delivery Group (RDG) providing day-to-day grip, pace and problem-solving across workstreams, and enabling the SEND Board to focus on strategic oversight, system challenge and decisions on prioritisation. Corporate functions will be engaged through this governance, including a dedicated finance link on the SEND Board to support financial compliance, value-for-money decision making and alignment between reform activity and available resources.

We are increasing programme capacity within both the Local Authority and the ICB through a dedicated programme manager post for the reforms, supported by a clear delivery rhythm: a single integrated plan, defined owners and milestones, routine highlight reporting, and escalation routes to unblock delivery quickly. We will also refresh our approach to co-production to ensure it is central to implementation (not an add-on), by setting clear expectations for when co-production is required, how decisions are recorded, and how we will demonstrate impact through consistent “we said / we did” feedback loops.

Appendix A: Cabinet Report

To strengthen data and analytics capability, we will extend the role of the Quality Assurance Group to include stronger oversight of data governance and digital systems, including agreed definitions, owners and data quality checks so reporting is trusted and timely. We will implement a local area dashboard that brings together education, health and care intelligence on demand, delivery, quality and outcomes, aligned to the measures in this plan. A clear reporting cadence will be established and used consistently across SEND Board, school groups and organisational performance management forums, so insights inform decisions on prioritisation, resource deployment and course-correction throughout the year.

Other funding **Local Authorities.**

Coventry has not made a Schools Block to High Needs Block transfer in 2026/27. The LA is not in an overall DSG deficit position and has continued to deliver high-quality support for CYP through strong local partnerships and a sustained focus on early intervention.

Capital Strategy

Coventry's high needs capital strategy is designed to strengthen inclusion and reduce reliance on out-of-city placements by growing a well-planned continuum of provision:

- inclusive mainstream (with improved estate and workforce capacity),
- inclusion bases,
- in-city special school capacity for children with the most complex needs, and
- a small, quality-assured independent offer used only where needs cannot be met within city provision.

As part of the Reform, this approach will be driven by our Capital and Sufficiency Workspace, with benefits and evaluation overseen through our Quality Assurance, Data and Digital arrangements, so that investment decisions are routinely tested against impact on placement patterns, travel and outcomes.

Expansion of inclusion bases is our primary capital lever to ensure that CYP who need an inclusion base place can access one, and that this is distributed equitably across the city. We currently have 10 Specialist Bases open (providing 87 places in primary and Secondary). Over the programme period, we will deliver at least an additional 100 Specialist Base places focused on Autism/complex communication and cognition and learning, reflecting forecast growth in these cohorts and our parallel approach for SEMH (see below).

Our Specialist Base Gateway process – which has been co-produced with our Inclusion Base Partnership – assesses:

Appendix A: Cabinet Report

- schools' inclusive vision and self-assessment against agreed quality standards;
- geography and population need, to improve local availability of places; and
- capital feasibility and deliverability.

This ensures a fair and transparent pipeline while maintaining strong expectations for inclusive practice and reintegration.

Alongside Specialist Base expansion, we will continue to increase in-city special school capacity. By 2029 we will increase special school places for SEMH by 100 and broad-spectrum needs by 85, building on investment already made. Our next phase of special school investment will focus primarily on children with **highly complex needs**, where the level of specialist environment, staffing and multi-agency input required cannot currently be met through specialist provision within the city. This work will be undertaken in partnership with our established Special Schools Partnership Group.

This is complemented by our existing SEMH approach, which combines expanded SEMH specialist capacity with a strengthened alternative provision (AP) pathway, to support earlier intervention and timely reintegration where appropriate. We will also consult on whether further broad-spectrum capacity is required beyond 2027, based on updated demand modelling and placement trends.

To improve the suitability of the mainstream estate (including innovation such as assistive technology), we will implement a small-grants programme for schools to fund practical adaptations that enable inclusive practice, including breakout spaces, sensory rooms and assistive technology. The local authority will provide planning and commissioning support for larger or more complex projects where required.

These capital improvements will be aligned with our Experts at Hand (“team around the school”) model so that estates changes and workforce practice development reinforce each other and provide earlier support in mainstream.

To reduce long travel and reliance on out-of-city provision, we will prioritise local capacity first (Specialist Bases and in-city special) but, where independent provision is required, work with a small number of trusted providers who demonstrate strong outcomes, value for money and reasonable proximity to Coventry.

For post-16, we have established a Post-16 SEND Partnership Group to co-produce the local response (including any capital requirements for FE settings, to be confirmed), ensuring routes and places support preparation for adulthood. Across all strands we will track impact through agreed measures (including in-city placement rates, access to inclusion base places and travel distance/time) and use this evidence to refine the capital programme year-on-year.

System partner and stakeholder engagement, and co-production.

Appendix A: Cabinet Report

We will engage system partners and stakeholders through a refreshed governance 'spine': the SEND and AP Partnership Board (strategic decisions), the Reform Delivery Group (RDG) (programme delivery and escalation) and themed workspaces (or co-design and implementation). Partnership groups connect into this spine through:

- **Representation** (partners sit on Board/RDG/workspaces);
- **Co-production** (priority reform elements designed with children, young people and families and partners);
- **Consultation** (technical elements led by a nominated organisation with structured input from relevant groups).

This approach meets the core minimum requirements by ensuring CYP, parents/carers, education settings and health partners are involved early, influence decisions, and receive feedback on how their input has been used. In the context of changing roles and responsibilities set out in the Schools White Paper, we will use the RDG as the main interface with education partners to agree shared expectations and manage transition. We would welcome DfE support at summer term sessions with education leaders and Parent Carer Forum leaders to accelerate shared understanding and commitment.

How partners connect:

Engagement and co-production with CYP and families is coordinated by the SEND Engagement Lead, whilst the LA's Head of SEND coordinates engagement with settings and organisations. Issues and actions are routed through relevant workspaces and the RDG.

CYP: We will use existing youth voice routes (including Strong Voices Coventry) and broaden engagement across mainstream settings, community provision and elective home education. The SEND and AP Partnership Board includes a standing item on CYP voice, with opportunities for direct input where requested.

Parents and carers: Coventry's Parent Carer Forum (PCF) is positioned to provide strategic input and challenge. Co-production is embedded through regular liaison with the SEND Engagement Lead, Head of SEND and Designated Clinical Officer (DCO), and through PCF representation on the SEND and AP Partnership Board; actions are tracked and feedback provided on how PCF input has informed decisions.

Early years: Early years contributes through strategic representation on the SEND and AP Partnership Board and an operational lead in the RDG, with involvement in relevant workspaces (inclusion, pathways, workforce and data). Existing early years networks across provider types will be used to test proposals and feed system intelligence into the RDG.

Appendix A: Cabinet Report

Schools: We engage all school types (maintained schools, academies/MATs, primary, secondary and all-through, special schools, PRUs and other LA-maintained settings) through the mainstream Inclusion Group, the Special Schools Partnership Group and (since 2025) the Inclusion Base Partnership Group delivering our school-led Inclusion Base Strategy and support for school-led adaptive provision. These groups interface into the reform programme through the RDG, providing routes for shared problem-solving, escalation and decision-making, including on specialist capacity (places in special schools).

FE and post-16 (including out-of-area): In Summer 2026 we established a Post-16 Partnership Group (colleges, adult education and supported internship providers) to shape our post-16 offer. The group interfaces with the RDG to agree priorities, resolve barriers and drive reform for young people aged 16+ and are represented on the SEND and AP Board.

Alternative provision: We will engage AP leaders and providers through established AP governance (including Primary and Secondary AP Working Groups/Multi-Agency Panels) and through representation in the governance spine (AP workspace and the RDG). This will be complemented by targeted co-production on priorities such as early intervention, placement pathways and reintegration, and consultation on commissioning and practice standards as national arrangements evolve.

Risks and Mitigations

Risk	Impact	Likelihood	RAG	Mitigation	Residual RAG
There is insufficient specialist capacity (EP/SaLT/OT) to deliver the Experts at Hand model at scale leading to long waits and inconsistent support to settings, and an underspend of grant funding.	High	High	Red	<ul style="list-style-type: none"> Use the existing SEND Workforce Development Strategy as a basis from which to build, ensuring that high quality training is available, free at the point of contact to settings, from early in the programme. Confirm a blended specialist outreach delivery model using including assistant therapists and psychologists, specialist teachers and multi-therapy assistants. Ensure that within these models, quality clinical supervision builds expertise and ensures that the offer adds value for settings. Work across the local area partnership, with specialist settings and AP providers to draw on outreach support from skilled staff in settings. Build in a network supervision model, which maximises use of professional time across settings. 	Amber

Appendix A: Cabinet Report

<p>If grant funding for Experts at Hand does not continue after three years, there is a risk of workforce and system instability (loss of capacity, reduced early support to settings and variable access), which would weaken inclusive practice and continuity of support for children and young people.</p>	<p>High</p>	<p>Medium</p>	<p>Red</p>	<ul style="list-style-type: none"> • Design Experts at Hand as an evolution of Coventry’s strong traded specialist SEND services and SEND networks (not a parallel offer), with clear interfaces and agreed service standards. • Agree a sustainability and transition-to-BAU plan from year 1 (ownership, core components, workforce model, costs and decision points), overseen through the Commissioning & Workforce Workspace and SEND & AP Partnership Board. • Build capacity through approaches that can be sustained (training/coaching, network support, outreach from mainstream/special/AP partnerships, group and whole-setting interventions), reducing dependency on time-limited posts. • Use evaluation and performance evidence (reach, impact and value for money) to inform commissioning decisions and secure ongoing funding, including options for blended funding and continued traded elements where appropriate. 	<p>Amber</p>
<p>Partners do not align decision-making and resource deployment (education, health and care), causing delays in key dependencies (therapy model, pathways, commissioning decisions) and undermining pace and credibility of reform.</p>	<p>High</p>	<p>Medium</p>	<p>Red</p>	<ul style="list-style-type: none"> • Refresh governance and terms of reference to clarify decision rights and escalation across a revised governance structure. • Establish a Reform Delivery Group to maintain grip on plan delivery and ensure key decisions are escalated to SEND Board with the information needed for the board to take strategic decisions. • Secure representation from senior leads at SEND Board and operational Leads at RDG. • Appoint a SEND Reform Programme Manager to ensure coordination and information flow throughout the system. • Ensure that key decisions are taken jointly by SEND Board and that project work is coproduced, ensuring system wide ownership. 	<p>Green</p>
<p>Data and evaluation are not strong enough to evidence impact (e.g., on placement patterns, exclusions, attendance, therapy delivery, family confidence), reducing ability to review, prioritise, plan, and revise the Local Area Plan.</p>	<p>High</p>	<p>Medium</p>	<p>Amber</p>	<ul style="list-style-type: none"> • Extend Quality Assurance Group oversight of data governance (definitions, owners, data quality checks) and refresh membership to include expertise from setting and service leads. • Agree a single partnership performance view which is shared across all SEND Workspaces and partnership groups. • Implement benefits/evaluation approach for capital and inclusion base expansion; 	<p>Green</p>

Appendix A: Cabinet Report

				<ul style="list-style-type: none">• Coproduce a survey for parents, carers and young people, to allow lived experience to be considered alongside quantitative metrics;	
--	--	--	--	---	--

Dependencies

Family Co-production & Communications & Take-up, Trust and Reduced Dispute

The local area has prioritised co-production, particularly with families and young people, as a core component of the SEND Reform Programme. However, the programme arrives at a time when family confidence in the system is under pressure. System leaders will need to engage openly and sensitively with families at all levels, maintain clear feedback loops (“we said / we did”), and respond consistently to concerns to rebuild trust and ensure reforms have the intended impact.

Clinical Commissioning Model & Experts at Hand Delivery

Recruitment for the Experts at Hand programme, statutory advice for EHC needs assessments, and delivery of EHCP Section F will draw on the same limited pool of professionals. A coordinated, joint commissioning approach is therefore needed to ensure specialist capacity is deployed in line with local SEND priorities.

ICB Reorganisation & Strategic Commissioning Capacity & Continuity

The ICB is undergoing restructuring as part of a national review of ICB arrangements, which will overlap with the early phase of this SEND Reform Programme. Delivery of reforms (including therapy pathways and the Experts at Hand offer) depends on maintaining strategic commissioning, contract management and transformation capacity, with clear decision-making routes and continuity of key roles. The partnership will therefore agree interim arrangements to ensure SEND commissioning and mobilisation milestones remain on track.

Workforce Supply & Expansion of Inclusion Bases

The Local Area has expanded the number of places available within inclusion bases. Recruitment to these roles has drawn, in part, from special schools, creating a risk of reduced capacity in the specialist sector. Delivery of further expansion therefore depends on a coordinated workforce approach that grows overall capacity (rather than shifting it), including joint recruitment/retention actions, targeted training and clear pathways into specialist roles for teachers and teaching assistants.

Capital Delivery Milestones & Operational Readiness

Appendix A: Cabinet Report

A significant strand of the SEND Reform Programme relies on the timely delivery of capital projects to increase places within inclusion bases and special schools within the city. Delays to the capital programme would have a knock-on impact on overall programme delivery. In addition, opening new provision depends on operational readiness (workforce recruitment, admissions and thresholds, timetables, policies, and alignment to pathways and the therapy delivery model). The sufficiency workspace within the revised governance structure will maintain grip on both capital milestones and readiness actions, with risks escalated through the RDG/SEND Board.

Family First Partnerships Programme & Alignment with SEND Reforms Programme

Delivery of the Family First Partnerships Programme will run alongside SEND reforms and, together, will change how families experience services within the city. These programmes need to align so families experience one joined-up system, including consistent front-door arrangements (referral routes and thresholds), clear lead professional/keyworker roles, joined-up communications, and effective information sharing across partners. A SEND Engagement Lead has been appointed to work across both programmes, ensuring alignment of approach and messaging.

Section 3 – Monitoring and Evaluation

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

Coventry's monitoring and evaluation approach builds on established performance management within the Council and partner organisations and will be strengthened through the SEND Reform Programme to provide a single, shared view of progress, impact and lived experience. At present, core SEND performance metrics are gathered and managed within individual organisations. SEND performance is overseen through the Council's monthly performance board (chaired through the corporate performance framework and overseen by the Director of Children's Services), with parallel performance and quality processes operating within providers and the ICB. Alongside this, a cross-agency Quality Assurance (QA) group operates a shared QA framework with a focus on customer experience, the quality of EHC Plans and key service performance indicators; this is reported into the SEND & AP Partnership Board. The Council also maintains a SEND performance dashboard, which is shared with the SEND Board and with education partnerships to support system conversations and targeted improvement activity.

During 2026–29 we will move to a more integrated local area approach. Work is already underway to create a shared local area dashboard by bringing together health performance data with Council data, so we can track demand, delivery, quality and outcomes across education, health and care in one place. This shared dashboard will align to the success measures set out in this plan, including leading indicators (such as the reach of the Experts at Hand offer, growth in EHC needs assessment requests, reduced timetables/EOTAS volume and duration, and therapy delivery measures) and outcome indicators (including attendance, suspensions/exclusions, placement patterns and stability, and confidence/experience measures). We will agree clear definitions, data owners and data quality checks so that reporting is trusted and timely, and so that partners can use the same evidence base for prioritisation and resource decisions.

Appendix A: Cabinet Report

We will strengthen how lived experience is gathered and used alongside quantitative performance. Working with the Parent Carer Forum (PCF) and with CYP, we will co-produce and implement a small set of standardised surveys and feedback tools to gather consistent qualitative information about experience, confidence, and whether support is helping CYP to achieve and belong. This will enable a clearer “line of sight” between what families and CYP are telling us, the actions we take, and what changes as a result (including a routine “we said / we did” feedback loop). The revised QA approach will focus more on integrating qualitative and quantitative data and moving from describing what is happening to understanding why it is happening, including identifying variation by cohort, locality and setting and testing what actions make the biggest difference.

Work will be coordinated through a strengthened Quality Assurance, Data and Digital Workspace, which will link directly with the PCF and with the young people’s forum and will oversee the shared QA framework, data governance and evaluation activity. The reporting structure will align to the metrics and milestones set out in the Reform Plan: the Workspace will provide routine insight and any agreed deep-dives; this will be summarised and escalated through the Reform Delivery Group (RDG) to maintain grip on delivery and to agree corrective actions where milestones slip or indicators deteriorate; and the SEND & AP Partnership Board will use this information for strategic evaluation, decision-making and course-correction (including prioritisation, commissioning intent and changes to approach). This ensures that monitoring and evaluation are not separate activities, but an embedded improvement cycle that supports pace, accountability and sustained impact across the partnership.

Reporting to DfE

Please use the attached data template to upload your initial data return to DfE.

Section 4 – Governance

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

Governance Mechanism	Purpose/ Responsibilities	Membership	Cadence	Decision Rights	Escalation Route
SEND and AP Partnership Board	Strategic oversight of SEND & AP; approves priorities and tracks delivery against outcomes, finance and risk.	Chaired by LA DCS/DfE SRO. Membership: LA SEND lead/SRO, education leaders (mainstream, special, AP), ICB SEND/commissioning lead, provider trusts (therapies), social care lead, finance lead, PCF rep, CYP participation rep.	Half-termly	Agree priorities, resource alignment, commissioning intent, key pathways/standards; sign-off escalation actions; hold partners to account.	Health and Wellbeing Board
Reform Delivery Group	Tactical delivery grip: integrates workstreams, manages	Chaired by SEND Reform Programme Manager / LA SEND	Half-termly	Operational decisions within agreed plan;	SEND and AP Partnership Board

Appendix A: Cabinet Report

	dependencies/risks, monitors milestones and unblocks issues.	lead. Membership: workstream/workspace leads, ICB commissioning/therapy lead, education reps, social care, data/QA lead, finance link, PCF rep, CYP rep.		recommend decisions to Board; agree corrective actions, issue escalation, and resource deployment within delegated limits.	
Quality Assurance, Data and Digital Workspace	Assurance and intelligence: Quality Assurance (QA) framework, data governance, dashboard/reporting, evaluation and learning; tracks impact and variation.	Chaired by QA/Data lead. Membership: LA performance/data, ICB analytics, service leads (SEND, therapies), school reps, AP rep, social care, PCF rep, CYP rep.	Half-termly	Agree QA tools/standards, data definitions and reporting cadence; commission deep-dives; recommend improvement actions and escalations.	SEND and AP Partnership Board
Commissioning and Workforce Workspace	Joint commissioning and workforce: therapy model, Experts at Hand resourcing, workforce plan, training/CPD and service standards.	Chaired by LA/ICB commissioning lead. Membership: ICB commissioning, therapy provider leads, LA SEND lead, workforce lead/HR, EP/SaLT/OT leads, school reps (SENCO/special), AP rep, PCF rep.	Half-termly	Design recommendations on commissioning/workforce; agree draft pathways and service specs for Board approval; track delivery of agreed actions.	SEND and AP Partnership Board
Capital and Sufficiency Workspace	Sufficiency and capital: demand modelling, place planning, capital programme delivery, readiness, and impact on placement patterns.	Chaired by sufficiency/capital lead (role). Membership: LA sufficiency/capital, finance, school place planning, special/AP reps, ICB rep (for therapy/readiness links), commissioning link, transport (as needed), PCF rep.	Half-termly	Recommend sufficiency options and capital priorities; agree delivery plans/readiness actions; escalate risks (cost, delay, capacity).	SEND and AP Partnership Board

Section 5 – Central Government Support

To maximise the impact of Coventry's SEND Reform Programme, we would welcome targeted central government support in the following areas:

- Support to broker and accelerate system-wide solutions for SaLT/OT and diagnostic capacity, aligned to our Experts at Hand model and to reliable delivery of therapy specified in EHC plan Section F, so families experience timely access and consistent provision.
- Workforce support for scarce specialist roles (EP/SaLT/OT and specialist teachers), including regional pipeline and recruitment support, and early clarity on sustainability options beyond the three-year grant so we can transition Experts at Hand into business-as-usual as an evolution of our strong traded specialist SEND services, networks and school partnerships.

Appendix A: Cabinet Report

- Practical guidance and templates to evidence the impact of high needs capital on inclusion and value for money (e.g., placement patterns, travel/transport dependency, and reduced reliance on out-of-city placements), and support to remove barriers that could slow delivery and mobilisation of inclusion base and mainstream adaptation programmes.
- DfE-facilitated sessions with education leaders and PCF leaders to accelerate a shared definition of inclusion, shared expectations for ordinarily available provision, and mutual accountability—building on Coventry’s strong education partnerships and SEND networks and supporting improvements in attendance, exclusions and reduced timetables/EOTAS.
- Tools and benchmarking packs to strengthen our evaluation and diagnostic use of data (combining lived experience and quantitative measures), including outcome measures for Experts at Hand, inclusion bases and AP pathways, enabling faster course-correction and clearer evidence of impact.