

Bracknell Forest Local Area SEND Strategy Plan addendum

Introduction

This **SEND Strategy Plan addendum** complements the previously published **SEND Priority Action Plan**, it is a key part of Bracknell Forest's continued response to the findings of the joint Ofsted and Care Quality Commission (CQC) SEND inspection in February 2025.

The Priority Action Plan addresses the three areas that inspectors identified as requiring urgent and immediate action. The Improvement Action Plan outlines the local area partnership's response to the additional areas for improvement highlighted in the inspection report. Together, these two plans form a comprehensive improvement programme to deliver real and lasting change for children and young people with special educational needs and disabilities (SEND), and their families.

This plan should also be read alongside the **Bracknell Forest SEND Strategy 2023–2026**, which sets out the long-term vision and strategic direction for SEND in the borough. Although the 2023–2026 strategy includes its own action plan, this was developed early on, when the partnership was building its shared approach to planning and delivery. Since then, the local area partnership has significantly strengthened its ways of working together and adopted a more cohesive, collaborative and evidence-informed approach to improvement planning.

The partnership has used this new way of working to develop this SEND Improvement Action Plan, using the same methodology as the Priority Action Plan. It draws on lived experience, professional insight and joint ownership across education, health and care. This ensures consistency, transparency, and a shared commitment to improvement across all aspects of the SEND system.

The consistent framework across all SEND improvement plans means they can be brought together into a single programme of work, monitored and overseen by the **SEND Improvement and Assurance Board (SIAB)**. This enables clear accountability, alignment of resources, and a sharp focus on the outcomes that matter most to children and young people with SEND and their families.

Looking ahead, this approach will also underpin the development of the new SEND Strategy from 2026. This will ensure that future strategic priorities and their supporting action plans continue to be shaped through strong partnership working, clear governance, and the voices of families, children and young people.

This Improvement Action Plan reflects our collective determination to deliver the changes needed across the local area SEND system and to rebuild trust with the local SEND community by ensuring every child and young person with SEND in Bracknell Forest receives the right support, at the right time, and can achieve their full potential.

Bracknell Forest Local Area SEND Strategy Plan addendum

Responsible bodies for delivery of areas for priority action are Bracknell Forest Council and Frimley ICB

Ref	Actions	Milestones	Who is responsible officer for delivery?	When will we deliver this milestone?	Outcomes	Key positive impact
Improvement area 1: Strengthen strategic leadership and governance to ensure that the local area partnership has a process to collectively monitor and measure the impact of its redeveloped strategy and plans						
Desired outcome for children and young people: Children and young people with SEND, and their families, will benefit from a joined-up, well-governed system that clearly understands and responds to their needs, ensuring timely access to the right support to help them thrive.						
1.1	Expand and operationalise the SEND data dashboard to enable effective collective monitoring and evaluation of the new local area SEND strategy and local service plans.	1.1.1 Incorporate metrics into the existing data dashboard to enable monitoring and oversight of newly developed improvement plans.	Assistant Director, Education and Learning	November 2025	A more responsive and accountable SEND system, driven by data-informed insights and strategic alignment, to better meet the needs of children, young people, and families.	Improved stakeholder understanding of the performance of the local area SEND system. Greater multi-agency collaboration, demonstrated by regular joint use of the dashboard in strategic meetings and actions taken as a result.
		1.1.2 Audit and align dashboard indicators with the new SEND strategy and service plans, ensuring each strategic priority has clearly defined outcome measures and performance indicators.	Education Programme Manager	February 2026		
		1.1.3 Embed the dashboard into partnership governance structures, with scheduled reviews at SEND Improvement and Assurance Board and subgroups to inform decision-making and hold services to account.	Data and insights subgroup chairs (Health and Local Authority)	June 2026		
1.2	Strengthen joint accountability mechanisms for monitoring and reviewing progress against the local area SEND strategy and other associated strategies.	1.2.1 Agree and formalise governance responsibilities across education, health, and care partners, ensuring each has a named lead for strategy implementation and impact monitoring.	Executive Director: People, BFC Director for Children, Mental Health, and Learning Disabilities NHS Frimley ICB	April 2026	Robust and trusted oversight of SEND services, underpinned by clear accountability, cross-agency ownership, and seamless integration within governance structures.	Key governance boards have SEND performance as a standing item. Percentage of actions in the SEND Priority Action Plan and Strategy Action Plan with a clearly assigned accountable lead across education, health and care who reports progress, risks and mitigations to the SEND improvement and assurance board on a regular basis.

Ref	Actions	Milestones	Who is responsible officer for delivery?	When will we deliver this milestone?	Outcomes	Key positive impact
Improvement area 2: Embed multi-disciplinary working at all levels across the partnership						
Desired outcome for children and young people: Children and young people with SEND receive more joined-up, consistent, and timely support through effective multi-disciplinary collaboration, ensuring their needs are identified early and met holistically across education, health, and care services.						
2.1	Work with key stakeholders, including parent carer representatives, to assess the effectiveness of current multi-agency working through a collaborative audit to inform improvements in coordinated service delivery.	2.1.1 Plan and scope a joint audit, agreeing focus (not solely EHCP related), methodology and participating services across education, health and care	Designated Clinical Officer, NHS Frimley ICS BFHT Service Lead	January 2026	A collaborative and accountable SEND partnership that continuously improves coordinated service delivery through shared evidence, thematic learning, and joint ownership of improvement actions.	Number of completed multi-agency audits and dissemination of findings. Per cent of audit participants reporting improved understanding of joint working roles. Increase in the per cent of audits rated satisfactory or better.
		2.1.2 Undertake the multi-agency audit using agreed tools, including case reviews and practitioner/family feedback	SEND Service Lead, BFC Principal Education Psychologist, BFC	April 2026		
		2.1.3 Analyse findings across different service interfaces to identify strengths, gaps and improvement opportunities	Designated Social Care Officer (DSCO), BFC	June 2026		
		2.1.4 Present audit results to the SEND improvement and assurance board and agree targeted actions		July 2026		

Ref	Actions	Milestones	Who is responsible officer for delivery?	When will we deliver this milestone?	Outcomes	Key positive impact
2.2	Work with key stakeholders, including parent carer representatives, to develop and implement a shared framework for consistent multi-disciplinary working, informed by best practice and local self-evaluation.	2.2.1 Review learning from the SEND self-evaluation framework to identify themes relating to multi-agency working, communication and shared accountability.	Designated Clinical Officer, NHS Frimley ICS BFHT Service Lead	November 2025	An empowered and collaborative SEND workforce, guided by shared principles, that delivers timely and effective support through confident, coordinated practice.	Per cent of relevant staff trained on shared principles and procedures for multi-disciplinary practice. Completion and adoption of the multi-agency working framework by all core services. Improved staff confidence and consistency in multi-agency working, measured through workforce surveys or feedback post-training.
		2.2.2 Benchmark against high-performing local areas to gather insight into successful models of partnership working and how they are sustained.	SEND Service Lead, BFC Principal Education Psychologist, BFC	January 2026		
		2.2.3 Co-produce a partnership framework for multi-agency working, which outlines principles, roles, expectations, and standardised processes (e.g. joint planning, shared decision making)	Designated Social Care Officer (DSCO), BFC	September 2026		
		2.2.4 Develop a multi-agency workforce training and development plan that covers joint working, mechanisms for collaboration (e.g. multi-agency panels, shared meetings), and induction for new staff.		September 2026		
		2.2.5 Agree phased implementation of partnership framework for multi-agency working, identifying early adopter teams, with evaluation mechanisms in place.		December 2026		

Ref	Actions	Milestones	Who is responsible officer for delivery?	When will we deliver this milestone?	Outcomes	Key positive impact
Improvement area 3: Strengthen the meaningful involvement of children, young people, and families in service design and decision-making through effective co-production.						
Desired outcome for children and young people: Children and young people with SEND, and their families, are regularly listened to, feel valued, and see their views reflected in how services are designed, delivered, and improved.						
3.1	Establish a coordinated, whole-area approach to capturing and using the voice of children and young people (CYP) in strategic planning and service design.	3.1.1 Map and review current Voice of the Child practices across education, health, and care, identifying strengths, gaps, and under represented groups.	Assistant Director, Education and Learning	October 2025	Children and young people are meaningfully involved in shaping services, with their voices actively driving design, delivery, and review—building a culture of trust, inclusion, and lasting engagement	Higher levels of reported satisfaction and sense of inclusion from children and young people in annual reviews. CYP voice referenced in quality assurance, planning, and commissioning decisions. Increase in per cent of CYP who are able to describe the impact of their involvement in co-production activities based on 'you said we did' reporting
		3.1.2 Develop a shared library of tools and approaches (e.g. creative methods, digital tools, inclusive communication aids) co-produced with CYP and practitioners.	Education Programme Manager	November 2025		
		3.1.3 Hold a senior partnership discussion to define a joined-up approach to CYP voice across the system, with a joint plan agreed by December 2025.	AD: Commissioning AD:Early Help and communities Head of Transformation (Frimley ICB)	December 2025		
3.2	Work with key stakeholders, including parent carer representatives, to develop and implement a coordinated, multi-agency engagement programme to strengthen inclusive family and community participation in SEND service development, delivery, and communication.	3.2.1 Map and consolidate existing engagement mechanisms (e.g. voice of the resident trackers, forums, surveys, working groups) and agree a unified approach to how engagement is coordinated across services	Assistant Director, Education and Learning, BFC	October 2025	SEND services are shaped by lived experience and local need, with parents and carers meaningfully engaged in planning and delivery	Per cent of governance groups with active parent/carers representation. Increase in under represented groups participating in engagement activity. Increase in per cent of CYP who are able to describe the impact of their involvement in co-production activities based on 'you said we did' reporting
		3.2.2 Co-produce an inclusive SEND engagement plan, and associated equalities impact assessment, that is updated annually in response to feedback and evaluation	Assistant Director, Early Help and Communities, BFC	November 2025		
		3.2.3 Improve accessibility and communication channels by reviewing the accessibility of all public surveys and consultation mechanisms, making reasonable adjustments and offer alternative feedback formats where needed	Designated Clinical Officer (Frimley ICB) Designated Social Care Officer, BFC	January 2026		

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3.2		3.2.4 Identify and address common communication issues and agree improvement actions, e.g. updating local offer website content, providing plain language summaries, launching a SEND newsletter		February 2026		
		3.2.5 Create a structured feedback cycle to inform ongoing planning, delivery and engagement activity		March 2026		
3.3	Strengthen leadership and coordination of participation across the partnership.	3.3.1 Review capacity and leadership for CYP and parent/carer participation, identifying gaps in coordination across the system.	AD: Early Help and communities Head of Early Help	October 2025	A streamlined and inclusive participation approach, clearly led across the partnership, that empowers staff to involve children, young people, and families effectively and respectfully.	Number of services using shared tools and guidance for engagement. Reduction in variation of participation practices across settings, evidenced through audit findings and follow-up reviews.
		3.3.2 Reinforce a "Tell it Once" principle to reduce duplication and ensure consistency of voice at both individual and strategic levels.	Partnerships Relations Manager Head of Transformation (Frimley ICB)	March 2026		
3.4	Work with key stakeholders, including children and young people, to develop inclusive structures for direct engagement, including a youth voice forum.	3.4.1 Map existing youth voice activity across schools, settings, and community groups.	AD: Early Help and communities Head of Early Help	March 2026	Youth voice is embedded in local SEND decision-making, with young people actively shaping service development through valued and influential participation.	Number of young people engaged in the Youth Voice Forum annually. Young people's satisfaction with their influence (via regular forum feedback). Number of services actively contributing to the youth voice forum increases over time.
		3.4.2 Co-produce and launch an inclusive Youth Voice Forum, with multi-agency links and regular engagement opportunities.	Partnerships Relations Manager	August 2026		
		3.4.3 Establish routes for Youth Voice Forum input to be formally fed into governance and commissioning structures.		August 2026		

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3.5	Deliver themed Scrutiny Task and Finish sessions with elected members, focused on SEND priorities and lived experience.	3.5.1 Plan priority themes in collaboration with young people and families (aligning with key areas such as inclusion, transitions and EHCP quality)	Team Leader: Overview and Scrutiny	September 2025	Youth and family voices drive strategic improvements in SEND services through inclusive scrutiny and cross-agency action planning.	Proportion of scrutiny recommendations acted upon within agreed timeframes.
		3.5.2 Facilitate meaningful youth participation		September 2025		
		3.5.3 The review's findings, and recommendations, will be incorporated into the SEND improvement plan and communications plan		November 2025		
		3.5.4 Cabinet member: children and young people will provide assurance on progress to the chair of the education, skills and growth O&S panel		November 2025		

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Improvement area 4: Ensure sufficient, inclusive, and well-coordinated education provision for all children and young people with SEND, including those not attending full-time education.						
Desired outcome for children and young people: Children and young people with SEND have timely access to appropriate education and specialist support. Their needs are understood, planned for, and met in inclusive settings, with strong oversight and coordination when they are not in school full-time. Disruption to learning is minimised, and positive outcomes are supported through proactive, joined-up responses.						
4.1	Deliver new and expanded specialist education provision to meet current and future need (including SEMH and autism)	4.1.1 Support the opening of the new SEMH school, ensuring transition planning is in place.	Assistant Director: Education and Learning	September 2025	Enhanced local specialist capacity enables timely placements, smoother transitions, and improved access to tailored support for children and young people with SEND.	Number of new SEMH and autism specialist places created within agreed timescales. Reduction in out-of-area placements for SEMH and autism needs.
		4.1.2 Continue working with DfE to progress the new autism free school.	Programme Director: Schools Capital and Property	March 2026		
		4.1.3 Support the opening of the new SRP at Edgbarrow School.		September 2025		
		4.1.4 Develop interim local solutions to manage demand prior to new school openings.		March 2026		
4.2	Ensure timely access to appropriate specialist support for underserved cohorts (e.g. EHE, CME, EOTAS, medical needs) to prevent disruption and promote continuity in education for children and young people.	4.2.1 Gather data on referrals and waiting times to provide insight into access to services for underserved cohorts and identify gaps	Strategic Lead: SEND Specialist Support	September 2025	Targeted and equitable support is commissioned through a shared, data-driven understanding of local pressures, gaps, and future needs. Children receive consistent and safeguarded educational support across all settings, with reintegration and progression embedded in planning to ensure continuity for vulnerable learners.	Reduction in wait times for specialist provision and unmet demand in high-pressure areas. Per cent of pupils in EOTAS/AP reviewed regularly with documented planning. Improved feedback from parents/carers on coordination and support.
		4.2.2 Map available specialist support for underserved cohorts across education, health, and care provision across the area.	Strategic Commissioning Manager	November 2025		
		4.2.3 Collate information on access to services and available support for underserved cohorts to identify system-level gaps in service provision.	SEND Service Lead	January 2026		
		4.2.4 Use findings from 4.2.3 to inform service design, workforce planning and commissioning.	Head of Early Help SEND Transformation Lead (Frimley ICB) Designated Clinical Officer Head of Transformation (Frimley ICB)	August 2026		

Ref	Actions	Milestones	Who is responsible officer for delivery?	When will we deliver this milestone?	Outcomes	Key positive impact
4.2		4.2.5 Strengthen QA processes for bespoke packages (e.g. EOTAS, EHE, medical needs).		December 2025		
		4.2.6 Include participation of health and social care in placement and reintegration planning.		April 2026		
4.3	Improve oversight, planning and support for children with complex or disrupted educational journeys and not in full-time education.	4.3.1 Map and categorise cohorts not in full-time education (e.g. less than 25 hours)	Head of Early Help Migration Programme Manager Assistant Director: Early Help Virtual School Head teacher Strategic Lead: SEND Specialist Support Designated Clinical Officer (Frimley ICB) BHFT representative	September 2025	Children not in full-time education receive proactive, coordinated support, underpinned by clear accountability and consistent cross-service practice, to enable successful reintegration.	Increase in per cent of children out of full-time education with an agreed plan in place.
		4.3.2 Develop and agree a cross-agency flowchart showing support pathways and responsibilities for support and intervention for children and young people not in full-time education.		November 2025		
		4.3.3 Strengthen processes for oversight and planning for children not in school, including multi-agency panels and process to track attendance, placements, and progress.		December 2025		
		4.3.4 Establish protocols with specialist services (e.g. school nursing and mental health) to support joint planning for children not in full time education.		April 2026		
		4.3.5 Include participation of health and social care in placement and reintegration planning.		April 2026		

Ref	Actions	Milestones	Who is responsible officer for delivery?	When will we deliver this milestone?	Outcomes	Key positive impact
4.4	Strengthen and redesign specialist outreach and support services to build inclusive capacity in mainstream settings, using learning from special schools, SRPs, and therapeutic service reviews.	4.4.1 Review existing specialist support services (e.g. therapeutic, behavioural, and outreach), including referral data, reach, impact, and equity of access across the area.	Strategic Lead: SEND Specialist Support	December 2025	Children and young people with SEND receive timely, specialist support across all settings, enabling mainstream schools to meet diverse needs and reducing escalation, with a more consistent and equitable local offer that promotes stability, attendance, and progress.	Per cent of mainstream schools accessing outreach/specialist support. Reduction in exclusions, suspensions, and managed moves linked to behavioural or SEMH needs. Measurable improvements in CYP wellbeing, attendance and progress following interventions. Increase in per cent of parent carers indicating they are satisfied with the support their CYP receives in mainstream school
		4.4.2 Capture learning from local special schools and SRPs on effective outreach models and successful inclusive practice, including what supports mainstream sustainability to inform a new model of specialist support provision for schools.	Strategic Commissioning Manager	December 2025		
		4.4.3 Co-design new models of delivery with school leaders, health professionals, and families — including flexible, team-based outreach, early intervention support, and embedded mental health provision.	SEND Transformation Lead (Frimley ICB)	July 2026		
		4.4.3 Pilot and evaluate redesigned outreach and specialist support offers with a representative group of mainstream settings.	Designated Clinical Officer (Frimley ICB)	September 2026		
4.5	Formalise the strategy, and strengthen the commissioning and oversight of high-quality alternative provision	4.5.1 Co-produce an alternative provision strategy section for inclusion in the new local area SEND strategy.	Strategic Lead: SEND Specialist Support	February 2026	Children and young people who are not in mainstream school will have access to the right kind of education, at the right time, to meet their needs and help them make progress. Schools will be clearer about when and how to commission AP that is safe, appropriate and helps meet the needs of the individual pupil.	Reduction in pupils remaining in alternative provision, including unregistered or short-term AP arrangements, without review. Termly data reporting in place and discussed by SEND/AP governance.
		4.5.2 Review the commissioning guidance and practice for schools, providers and local authority teams on the use of alternative provision	Strategic Commissioning Manager SEND Transformation Lead (Frimley ICB) Designated Clinical Officer (Frimley ICB)	September 2025		

Ref	Actions	Milestones	Who is responsible officer for delivery?	When will we deliver this milestone?	Outcomes	Key positive impact
4.5		4.5.3 Further develop strong, quality assured relationships with AP providers through due diligence, regular review meetings and the development of a partnership working framework		December 2025		
		4.5.4 Strengthen oversight and monitoring of AP placements, through tracking of placements and outcomes and improved reporting mechanisms across education, health and care		December 2025		

Ref	Actions	Milestones	Who is responsible officer for delivery?	When will we deliver this milestone?	Outcomes	Key positive impact
Improvement area 5: Transition planning and preparation for adulthood to ensure children and young people receive the right help and support they need as they transition between phases and in preparation for adulthood						
Desired outcome for children and young people: Children and young people with SEND are well-prepared for adulthood through early, person-centred, and coordinated transition planning that supports their aspirations for independent living, further education or employment, good health, and active participation in their communities.						
5.1	Improve transition planning in early years to ensure children with SEND are supported to make a smooth and confident start to school.	5.1.1 Develop guidance for early years transitions sent to all providers, (including early years settings, schools etc) including clear roles for early years providers and SENCOs, publish to Can-Do and review annually	Head of Early Years and Childcare Designated Clinical Officer (Frimley ICB) SEND Transformation Lead (Frimley ICB)	April 2025	Children with SEND are socially, emotionally, and developmentally prepared for school entry, with families feeling supported and confident in the transition to primary education.	Per cent of early years children with SEND with a written transition plan in place by the term before starting school. Per cent of families rating early years transition planning as “effective” or “very effective.” Number of settings participating in multi-agency transition training or meetings.
		5.1.2 Further promote the value and importance of transition activity (e.g. between early years settings and schools) to ensure schools engage with the transition process through the development of clear transition guidance and awareness raising via existing networks, e.g. SENCO network and early years provider network	BHFT Service leads	July 2025		
		5.1.3 Embed follow up in the autumn term to review the success of transitions, which will inform future transition planning activity and review annually.		March 2026		
5.2	Evaluate the Autism Transition Support Worker pilot and develop proposals for wider roll-out of targeted transition support across SEND.	5.2.1 Evaluate the impact of the Autism Transition Support Worker model, including CYP/family feedback, reach, and outcomes.	Strategic Lead: SEND Specialist Support Designated Clinical Officer (Frimley ICB)	September 2025	Young people benefit from tailored, person-centred transition support informed by specialist learning, with professionals equipped with clear tools and frameworks to ensure continuity and reduce anxiety.	Per cent of young people supported through the pilot reporting improved experience and outcomes of transition.
		5.2.2 Identify which elements of the model could be adapted or scaled for other SEND groups (e.g. SEMH, learning disabilities) and feed into specialist support services review (4.4)	Neurodiversity Transformation Lead (Frimley ICB)	December 2025		

Ref	Actions	Milestones	Who is responsible officer for delivery?	When will we deliver this milestone?	Outcomes	Key positive impact
5.3	Strengthen joint ownership of transitions from children's services to adult social care by incorporating learning from the Adult Social Care 'Transition to Adulthood' project.	5.3.1 Review findings from the ASC Transition to Adulthood project and identify key themes relevant to SEND transitions.	Head Of Learning Disabilities and Autistic Spectrum Disorder	October 2025	Young people experience smoother transitions to adulthood through earlier planning, consistent delivery, and shared responsibility across education, health, and care—reducing disruptions for families.	Increased per cent of young people with an EHCP with coordinated multi-agency transition planning in place Increased % of young people and families report a positive and well-supported transition experience into adult social care.
		5.3.2 Cross-reference themes with PfA audit findings and identify system-level gaps in current transition planning and delivery.	Head of Service, Specialist Services Family Safeguarding	November 2025		
		5.3.3 Develop and agree joint actions to address identified gaps (e.g. joint transition panels, shared pathways, named leads).		February 2026		
		5.3.4 Ensure oversight of joint transition planning and outcomes are embedded within the SEND data dashboard to provide assurance to the SIAB		March 2026		
5.4	Strengthen transition pathways between children's and adults' health services to ensure continuity of care and person-centred support for young people with SEND.	5.4.1 Co-develop a multi-agency health transition protocol that clearly outlines roles, responsibilities, and timelines for transition between children's and adults' health services.	Head of Transformation (Frimley ICB) Designated Clinical Officer (Frimley ICB) BHFT Service leads	December 2025	Young people with SEND experience smooth, coordinated transitions to adult health services, supported by clear accountability, collaborative planning, and informed families—reducing care gaps and emergency interventions	Per cent of eligible young people with a health transition plan in place by age 16. Per cent of young people with complex health needs successfully transferred to adult services without disruption. Increased per cent of YP who report their transition from children's to adults services has been effective.
		5.4.2 Implement standardised processes for identifying young people with long-term conditions or complex needs who will require ongoing care in adulthood.	Head of Transformation (Frimley ICB) Deputy Head of All Age Continuing Care	February 2026		
		5.4.3 Strengthen joint working across children's and adults' health teams, with regular case review meetings for young people in transition.	Head of Service, Specialist Family Safeguarding Head of Service – Learning Disabilities and Autism Services”	April 2026		

Ref	Actions	Milestones	Who is responsible officer for delivery?	When will we deliver this milestone?	Outcomes	Key positive impact
5.4		5.4.4 Support improved communication and support for young people and their families through the creation of accessible information and communication materials explaining transition pathways, adult service criteria, and what to expect.		June 2026		
		5.4.5 To co-produce a local area approaching adulthood strategy.		August 2026		
5.5	Develop and implement a local post-16 Education and Learning Strategy aligned to Preparing for Adulthood outcomes and informed by provision mapping and analysis.	5.5.1 Undertake a comprehensive analysis of local post-16 education, employment, and community inclusion options for young people with SEND to identify gaps in provision and inform market-shaping activity.	Head of Transformation (Frimley ICB) Designated Clinical Officer (Frimley ICB) BHFT Service leads	August 2025	Young people with SEND are better supported to prepare for adulthood through improved access to key life pathways, underpinned by a shared local vision and responsive, well-planned services.	<p>Per cent increase in young people with SEND participating in FE, training, supported internships or employment.</p> <p>Per cent of young people with an EHCP aged 14+ with clear PfA planning outcomes in their plans.</p> <p>Increase in per cent of YP who report they are satisfied with the support and planning for preparation for adulthood.</p>
		5.5.2 Work in partnership to develop a draft post-16 Education and Learning Strategy with young people, parent carers, and professionals, aligning to PfA outcomes and current inclusion/ participation strategies.	Head of Transformation (Frimley ICB) Deputy Head of All Age Continuing Care	October 2025		
		5.5.3 Consult on the strategy with a wide range of stakeholders, including FE providers, employers, health, social care, and voluntary organisations.	Head of Service, Specialist Family Safeguarding Head of Service – Learning Disabilities and Autism Services	October 2025		
		5.5.4 Finalise and publish the post-16 Education and Learning Strategy with clear priorities, accountability mechanisms, and a delivery plan.	New strategic lead/ Commissioner	March 2026		

Ref	Actions	Milestones	Who is responsible officer for delivery?	When will we deliver this milestone?	Outcomes	Key positive impact
Improvement area 6: Strengthening the consistent and timely use of an early intervention and prevention approach across education, health and care						
Desired outcome for children and young people: Children and young people with emerging or complex needs are identified early and receive joined-up, proportionate support from education, health and care services, reducing escalation and improving long-term outcomes.						
6.1	Work with key stakeholders, including parent carer representatives, to develop and embed a shared multi-agency understanding and application of the graduated approach and early intervention principles.	6.1.1 Update existing Early Help and Social Care tools to reflect expectations of the graduated response (e.g., within EH assessments, CiN/CP plans, Section 17/47).	Designated Clinical Officer (Frimley ICB) SEND Transformation Lead (Frimley ICB)	September 2025	Practitioners apply a common graduated approach framework tailored to their service area.	Per cent of assessments with evidence of multi-agency input and shared planning which includes a focus on early intervention and/or the graduated approach
		6.1.2 Integrate the graduated approach into school attendance and safeguarding threshold guidance to promote consistent and inclusive decision-making.	Designated Social Care Officer BFC Head of Service, Early Help BFC	September 2025	Assessment and planning are better coordinated, reducing duplication and improving family experience.	Per cent of staff reporting improved confidence in applying graduated/early intervention approaches (via survey).
		6.1.3 Deliver the Empowering Futures action plan to strengthen early intervention across services.	Principal Educational Psychologist BFC	March 2026	Earlier identification of needs and more consistent support across the system.	Reduction in re-referrals to higher-tier services.
		6.1.4 Co-produce and launch multi-agency training modules for Early Help, Social Care, Health (including GPs, Health Visitors, School Nurses), and schools on early identification and coordinated planning.		March 2026		
		6.1.5 Establish a "Say It Once" framework that enables joint collection and sharing of child and family needs across services, including integrated assessments and coordinated planning.		March 2026		

Ref	Actions	Milestones	Who is responsible officer for delivery?	When will we deliver this milestone?	Outcomes	Key positive impact
6.2	Develop and implement a multi-agency early identification and intervention framework using the Thrive model	6.2.1 Map existing universal, targeted, and specialist support offers across Education, Health, Early Help, and Social Care.	Designated Clinical Officer (Frimley ICB)	March 2026	Clearer pathways support faster and more proportionate responses to emerging need. Professionals and families better understand the support available and when to access it.	Per cent increase in referrals to targeted support at earlier stages (pre-EHCP). Per cent of settings using the framework in practice (self-assessment or audit) and case studies to highlight good practice. Number of practitioners accessing the Early Identification Framework online hub.
		6.2.2 Work with key stakeholders, including parent carer representatives, to launch a co-produced early identification framework aligned to the Thrive model and SEND Code of Practice, that defines shared thresholds and escalation pathways.	SEND Transformation Lead (Frimley ICB) BHFT Service Leads Designated Social Care Officer BFC Head of Early Help BFC	May 2026		
		6.2.3 Introduce clear, accessible materials for practitioners and families outlining the pathway from universal to targeted support.	Principal Educational Psychologist BFC	July 2026		
6.3	Strengthen workforce skills in early identification, strengths-based practice and family partnership	6.3.1 Work with key stakeholders, including parent carer representatives, to co-produce and introduce a "Waiting Well Toolkit" across services (to include coping plans, proactive interventions, family plans).	Designated Clinical Officer (Frimley ICB)	March 2026	Children and families receive purposeful support even while awaiting formal diagnosis or assessment. Professionals are more confident in managing complexity and providing support before referral. Reduced family stress and improved engagement with services.	Per cent of cases showing evidence of use of coping/family plans during wait times. Pre/post training staff survey results on confidence and skills. Parent/carers feedback on quality of early and waiting period support.
		6.3.2 Ensure multi-agency training identified in 6.1.2 covers strengths-based and family partnership approaches.	SEND Transformation Lead (Frimley ICB) BHFT Service Leads Designated Social Care Officer BFC Head of Early Help BFC	March 2026		
		6.3.3 Establish a sustainable annual SEND partnership workforce development plan.	Principal Educational Psychologist BFC	March 2026		

Ref	Actions	Milestones	Who is responsible officer for delivery?	When will we deliver this milestone?	Outcomes	Key positive impact
6.4	Integrate graduated approach and early intervention principles into core local authority and ICB practice frameworks	<p>6.4.1 Embed the Graduated Approach and “Waiting Well” into the following Families First Framework, Early Help and School Attendance Assessments Staff induction, supervision, and guidance materials, Targeted Support Meetings in schools and the BFSB Threshold Guidance by updating all guidance documentation and rolling out briefings to relevant staff on how to use revised documents and to embed the practice.</p>	<p>Head of Early Help</p> <p>SEND Transformation Lead (Frimley ICB)</p> <p>Service providers</p>	April 2026	<p>Consistent and embedded use of graduated response principles in universal and targeted practice.</p> <p>Improved attendance and engagement of vulnerable children and young people.</p> <p>Clearer pathways and expectations for professionals and families across levels of need.</p>	<p>Per cent of Early Help and EWS casework showing use of the Graduated Approach.</p> <p>Per cent of schools demonstrating inclusive practice through audit/self-assessment.</p>
		<p>6.4.2 Promote inclusive practices in schools through the Education Welfare Service (EWS) and SEND teams to ensure early, proportionate, and joined-up responses to attendance, SEMH, or SEN concerns. This will be achieved through the implementation of the Attendance Strategy and associated action plan.</p>		December 2025		

Ref	Actions	Milestones	Who is responsible officer for delivery?	When will we deliver this milestone?	Outcomes	Key positive impact
Improvement area 7: Reducing delays in health assessments and strengthening the use of the dynamic support register (DSR)						
Desired outcome for children and young people: Children and young people receive timely, needs-led health assessments and coordinated, personalised support. The Dynamic Support Register is used effectively as a preventative tool, ensuring the right support is in place early—regardless of diagnosis—to reduce risk of escalation or crisis.						
7.1	Mobilise the Integrated Therapies contract to deliver a needs-led model of support.	7.1.1 Begin implementation of the East Berkshire integrated therapies contract across Bracknell Forest.	Head of transformation, children's mental health, SEND and all-age Neurodiversity Strategic commissioning manager BHFT Service Leads	July 2025	Children access speech and language, occupational therapy, and physiotherapy more quickly. Groups previously excluded are now included.	Reduction in therapy waiting times (monitored quarterly). Increased satisfaction and confidence among families, schools, and professionals.
		7.1.2 Expand the workforce and infrastructure to improve responsiveness.		June 2026		
		7.1.3 Extend therapy access to children in Alternative Provision, Elective Home Education, Education Other Than At School, and those missing education.		June 2026		
		7.1.4 Deliver a universal offer alongside targeted and specialist services, with clear pathways for moving between levels of support.		June 2026		
7.2	Embed and monitor the new needs-led neurodevelopmental pathway	7.2.1 Implement Berkshire Healthcare Trust's revised referral pathway for neurodevelopmental needs.	BHFT Service Leads	January 2025	Better quality referrals and prioritisation for children most in need.	Per cent of referrals meeting new criteria. Median and longest waiting times tracked quarterly.
		7.2.2 Promote the pathway to schools through training and communication.		January 2026		
		7.2.3 Regularly track how well the pathway is working through Integrated Care Board-led groups and the SEND data dashboard.		October 2025		

Ref	Actions	Milestones	Who is responsible officer for delivery?	When will we deliver this milestone?	Outcomes	Key positive impact
7.3	Deliver the East Berkshire Neurodivergent Partnership Programme (2025–2027)	7.3.1 Launch all seven workstreams, including Partnerships for Inclusion of Neurodiversity in Schools (PINS) and early identification tools.	Lead Educational Consultant commissioned by six Local Authorities and two ICBs across Berkshire ICB Leads LA Reps Education Reps VCS Reps Parent Carer/CYP/ Adult Voice Reps	September 2025	Children and young people receive early, inclusive, and joined-up support for neurodiversity, shaped by family and youth voice.	Per cent of schools using PINS and the standardised Strengths and Needs Identification Tool. Family satisfaction with support before and after diagnosis.
		7.3.2 Begin PINS activities in selected primary schools.		March 2025		
		7.3.3 Implement a new all-age model of care and commission appropriate support services.		March 2027		
		7.3.4 Complete a full mapping of neurodiversity services and publish a roadmap for the partnership.		September 2025		
7.4	Strengthen partnership oversight of health assessment waiting times	7.4.1 Introduce standardised reporting of waiting times for all health assessments (therapies, mental health, neurodevelopmental).	CYPF east locality lead for CYPIT, early years, HV/SN Bracknell BFC SEND Business Analyst Designated Clinical Officer, NHS Frimley ICS Head of Transformation (Frimley ICB)	February 2025	The system has a clear view of waiting times and can act to reduce delays.	Per cent of services submitting monthly data. Reduction in average and longest waits.
		7.4.2 Make health waiting times a regular item at SEND board and data subgroup meetings.		February 2025		
		7.4.3 Review data quarterly to spot trends and take action to improve.		October 2025		
7.5	Improve the impact and accountability of the dynamic support register (DSR)	7.5.1 Agree and publish a revised Standard Operating Procedure for the DSR.	Learning Disability and Autism Transformation Manager at Frimley ICB Barnardo's Keyworker Service Leads Designated Social Care Officer	October 2025	Children at risk of hospital admission or losing their placement receive early, joined-up support.	Per cent of children on the DSR with a current care plan and regular multi-agency reviews. Per cent supported without needing hospital or placement change. Family feedback and key worker reviews show improvements in wellbeing and access to services.
		7.5.2 Share monthly data between the Integrated Care Board and council to monitor progress.		February 2025		

Ref	Actions	Milestones	Who is responsible officer for delivery?	When will we deliver this milestone?	Outcomes	Key positive impact
7.5		7.5.3 Hold monthly review meetings with Children's Social Care and the Designated Social Care Officer.		October 2025		
		7.5.4 Strengthen links with the Key Worker service (e.g. Barnardo's) for children on the DSR.		June 2025		

Ref	Actions	Milestones	Who is responsible officer for delivery?	When will we deliver this milestone?	Outcomes	Key positive impact
Improvement area 8: The universal short breaks provision, including holiday activities and support for accessing social activities, meets the needs of children and families						
Desired outcome for children and young people: Children and young people with SEND access inclusive and meaningful short breaks and community activities. Families receive the respite and support they need, improving quality of life and wellbeing.						
8.1	Conduct a comprehensive review of the current short break and community-based activity offer to assess fitness for purpose and identify service development needs.	8.1.1 Undertake a detailed review of BFC short breaks provision, including holiday activities, weekend clubs, and social opportunities to understand where sufficiency can be increased in targeted provision that is due for recommissioning by April 2026.	Short Breaks Co-ordinator, BFC HOS Specialist Family Safeguarding Head of Early Help and Transformation	July 2025	A robust evidence base informs strategic planning and commissioning, ensuring short breaks provision is better aligned with the needs, preferences, and access realities of children, young people, and families.	Per cent of future commissioning decisions that are based on the recommendations. Increased in number of targeted short breaks provision spaces available to children and young people.
		8.1.2 Improve clarity of BFC short breaks provision pathway on website and develop communication plan to identify opportunities across education, health and social care to inform parents about what is available for their children and young people.	Strategic Commissioning Manager	July 2025		
		8.1.3 Analyse data on usage, access barriers, capacity, and unmet demand to understand variation in uptake and equity.		July 2025		
		8.1.4 Produce a summary report, including recommendations that have been co-produced with key stakeholders including parent carer representatives, to inform commissioning and service design, approved through governance.		July 2025		

Ref	Actions	Milestones	Who is responsible officer for delivery?	When will we deliver this milestone?	Outcomes	Key positive impact
8.2	Implement a structured and inclusive engagement process with children and young people with SEND and their families to co-produce the future short breaks offer.	8.2.1 Design a consultation and engagement framework in collaboration with the Parent Carer Forum and youth voice representatives, ensuring methods are age-appropriate and inclusive.	Short Breaks Co-ordinator, BFC	July 2025	Families and young people influence service planning through meaningful engagement, leading to more responsive support and stronger trust between families and services.	<p>Number and diversity of children, young people and families participating in engagement.</p> <p>Number of changes to services attributed to family feedback (e.g. new locations, time slots, activity types).</p> <p>Number of families who understand the impact of their involvement based on 'you said we did' reporting</p>
		8.2.2 Deliver a range of engagement activities (e.g. surveys, focus groups, creative sessions) to gather views from a wide cross-section of families, including under-represented groups.		July 2026		
		8.2.3 Analyse and synthesise feedback into clear themes, preferences, and improvement priorities.		August 2026		
		8.2.4 Publish a summary of findings and share how feedback will shape future service planning and commissioning decisions.		August 2025		
8.3	Work with key stakeholders, including parent carer representatives, to redesign and recommission short breaks provision to be more inclusive, accessible, and aligned with the lived experiences and preferences of children, young people, and families.	8.3.1 Co-produce a revised universal short breaks service specification based on findings from actions 1 and 2 to ensure provision is redirected to align with findings.	Short Breaks Co-ordinator, BFC	October 2026	Children and young people with SEND access inclusive, high-quality short breaks tailored to their needs, leading to greater family wellbeing and confidence in local support.	Per cent of families reporting improved access, quality and satisfaction with short breaks.
		8.3.2 Launch new or improved short breaks offers, including changes to holiday, weekend, and term-time access.	HOS Specialist Family Safeguarding	April 2026		
		8.3.3 Monitor delivery and uptake regularly, and build feedback loops into commissioning cycles to ensure responsiveness and continuous improvement.	Head of Early Help and Transformation Strategic Commissioning Manager	July 2026		