

Bracknell Forest 0-25 Years Learning Improvement Strategy 2026-31: Excellence, Equity and Culture

Action Plan (in development – to be further developed following the establishment of the Education Partnership Board)

Key phase:	
Early years	
Schools 4 -16	
Post 16	
All	

Priority 1: Promote a culture of inclusion and equity.**Why this is a priority: [Current contextual data and information to be added following the establishment of the Education Partnership Board]**

Action	Lead partner(s)	Delivery date	Outcomes
1.1 Focus school and setting improvement activity on inclusive quality first teaching and ensuring strong progress from children's starting points.	School and trust leaders Standards and Effectiveness		Inclusive quality first teaching is embedded in schools. Improved progress for all learners, including priority pupils. Reduction in attainment gaps between priority pupils and their peers.
1.2 Implement the Bracknell Forest Graduated Approach in all schools and settings.	School leaders LA SEND Services		All schools and settings demonstrate consistent use of the Graduated Approach, with clear evidence of assess-plan-do-review cycles for pupils requiring additional support. Increased proportion of children and young people with SEND have their needs identified and met earlier Improved progress and attainment for pupils with SEND. Reduction in the number of requests for EHCPs due to effective early intervention and support at SEN Support level.
1.3 Focus on the principle of inclusive pedagogy, addressing the values, attitudes and approaches that ensure all classrooms and settings are geared towards supporting those who find learning difficult.	School leaders		Increased staff participation in professional development focused on inclusive pedagogy, resulting in improved classroom practice and positive feedback from pupils and parents.
1.4 Utilise the DfE and Education Endowment Foundation guidance and recommendations around the effective use of pupil premium funding to improve the outcomes of children that are experiencing disadvantage.	School leaders		Improved outcomes for disadvantaged pupils. Schools can evidence the impact of pupil premium spending through improved assessment data and case studies. Pupil Premium Strategies demonstrate that pupil premium funding is allocated and monitored in line with DfE and EEF guidance, with regular reviews of strategies and their impact.
1.5 Proactively increase early support for children at risk of suspension or permanent exclusion through developing the range of early intervention and supportive alternative education across the partnership.	Education Partnership Board		Reduced suspensions and permanent exclusions. Fewer children require escalation to alternative provision due to improved support and earlier identification of needs. A wider range of early intervention and alternative education options is available and accessed by schools, leading to more children remaining engaged in mainstream education.
1.6 Effectively track and support children in need and those with a child protection plan in education, in order to improve outcomes.	Virtual School School leaders		Children in need and those with a child protection plan demonstrate improved attendance, engagement, and attainment in education.
1.7 Promote a multi-agency approach to supporting schools to build positive respectful cultures for all, including race, gender, disability and LGBTQ+ positivity.	Education Partnership Board School governors		Schools report a measurable improvement in the sense of belonging and safety among pupils from all backgrounds, as evidenced by pupil, parent, and staff surveys. Incidents of discrimination, bullying, or prejudice decrease, with robust reporting and response systems in place.

			Increased engagement in joint working between schools, local agencies, and community partners to work together to deliver training, resources, and support that promote equality, diversity, and inclusion.
1.8 Embed the work emerging from the SEND Peer Review programme and develop the sharing of good practice across Bracknell Forest.	Education Partnership Board School leaders		Improved consistency and quality of SEND provision. Regular forums, networks, or events are established for schools to share successful approaches and resources, leading to a culture of continuous improvement in SEND provision.
1.9 Work in partnership to improve school attendance, particularly for children and young people who present as vulnerable and those with SEND.	Education Welfare Service School leaders		Increased attendance for priority groups. Schools, local authority services, and partner agencies collaborate effectively to identify barriers to attendance and implement timely, targeted interventions. Families report improved support and communication regarding attendance, leading to earlier resolution of issues and reduced escalation to formal attendance procedures.
1.10 Refine the use of data so that schools, settings and services have a true picture of the equity of their policies, procedures and curriculum, including data relating to attendance, the use of alternative provision, reduced hours provision, suspensions and exclusions.	LA Education and Learning School and trust leaders School governors		
Progress Measures: [Specific numerical targets to be added as appropriate through consultation]			
• Reduced permanent exclusions for all pupils • Reduced rate of suspensions at both primary and secondary • Reduction in the rate of suspensions for pupils with SEND, CLA pupils, children with a social worker, and pupils in receipt of the pupil premium • Maintained high levels of school attendance for all pupils • Increased attendance levels for children with SEND, CLA pupils, children with a social worker, and pupils in receipt of the pupil premium • Increased percentage of pupils with SEND, CLA pupils, children with a social worker, and pupils in receipt of the pupil premium achieving grade 4+ in English and maths at GCSE • Increased percentage of pupils with SEND, CLA pupils, children with a social worker, and pupils in receipt of the pupil premium achieving expected standard+ (EXS+) combined reading, writing, maths (RWM) by end of key stage 2			

Priority 2: Support the development of an ambitious curriculum to raise standards and equip children and young people for a healthy and prosperous future.

Why this is a priority: [Current contextual data and information to be added following the establishment of the Education Partnership Board]

Action	Lead partner(s)	Delivery date	Outcomes
2.1 Support all early years settings to develop a broad and ambitious curriculum underpinned by strong foundations.	Early Years/ Standards Teams School leaders		Early years settings implement a curriculum that is broad, ambitious, and tailored to the needs of their children, with a strong focus on CL and PSED. Increased proportion of children achieve or exceed the expected standard in the EYFSP, particularly in the prime areas of learning. Improved proportions of all pupil and disadvantaged pupils attaining GLD (79.3% and 53.9%).
2.2 Through local networks, and through partnership working with the DfE hubs, engage with guidance and training on the quality of provision of English and mathematics.			High level of engagement with local DfE Hubs Improved outcomes in early literacy and mathematics
2.3 Promote curriculum development that includes a strong focus on reading, oracy and critical literacy as key levers for advantaging the disadvantaged.			Schools implement curriculum models and teaching strategies that prioritise reading, oracy, and critical literacy, drawing on evidence-based approaches. Increased proportion of disadvantaged pupils achieve or exceed age-related expectations in reading, writing, and spoken language.
2.4 Develop opportunities to consider the impact of sustainability through climate education, green skills and career opportunities.	Climate officers School leaders School governors		School climate action and sustainability plans complete. Pupils have access to learning opportunities and experiences that develop green skills, such as problem-solving, innovation, and environmental stewardship.
2.5 Implement the national requirements emerging from the DfE's Curriculum and Assessment Review launched in July 2024, including the requirement for all schools, including academies, to follow the national curriculum.			All schools, including academies, demonstrate full alignment with the updated national curriculum requirements. Staff receive training and support to understand and deliver the revised curriculum and assessment expectations, leading to greater consistency in teaching and learning across the local area.
2.6 Facilitate schools working together to develop holistic, creative and innovative curriculum models which prepare all our children and young people for the future.	Education Partnership Board		Schools, LA, and partner organisations work together to design and deliver joint training and support on the revised curriculum and assessment expectations, ensuring consistent understanding and implementation across the local area. Cross-school and multi-agency networks are established to share best practice, resources, and expertise, leading to greater consistency in teaching and learning.
2.7 Develop and implement a Post-16 strategic review with stakeholders, providers and young people to shape future provision and curriculum delivery.	Post 16 Strategy Manager Post 16 providers	April 2026	There is improved strategic oversight and data sharing across the post-16 system. Post 16 provision is sufficient, inclusive and flexible. Post 16 pathways are aligned with local labour market needs and future skills.

Progress Measures: [Specific numerical targets to be added as appropriate through consultation]

- Increased percentage of pupils with SEND, CLA pupils, children with a social worker, and pupils in receipt of the pupil premium achieving grade 4+ in English and maths at GCSE
- Increased percentage of pupils with SEND, CLA pupils, children with a social worker, and pupils in receipt of the pupil premium achieving expected standard+ (EXS+) combined reading, writing, maths (RWM) by end of key stage 2
- Improved destination data for young people with SEND, CLA pupils, children with a social worker, and pupils in receipt of the pupil premium
- Maintained high percentage of schools achieving positive Ofsted inspection outcomes

Priority 3: Support children and young people to develop better physical, mental and emotional wellbeing, social skills and strong relationships.

Why this is a priority: [Current contextual data and information to be added following the establishment of the Education Partnership Board]

Action	Lead partner(s)	Delivery date	Outcomes
3.1 Support school engagement with opportunities for support for mental health and wellbeing in schools, such as the work of the Mental Health Support Teams in schools (MHST) and work alongside other partners.	Education Partnership Board		Increased number of schools actively engaging with MHST and other local partners, resulting in earlier identification and intervention for pupils experiencing mental health or wellbeing challenges. Pupils, staff, and families report greater awareness of, and access to, mental health and wellbeing resources and support within the school community. Reduction in the number of pupils experiencing barriers to learning due to mental health or emotional wellbeing issues, as evidenced by improved attendance and engagement.
3.2 Ensure early identification and proactive intervention for children and young people with behaviours resulting from anxiety and wellbeing issues, including emotional based school avoidance, sharing best practice across the partnership.	Early Years Settings School leaders Health and Early Help partners		Reduction in the number of pupils experiencing prolonged absence or disengagement from education due to anxiety or wellbeing issues. Schools and partners regularly collaborate to share effective strategies, resources, and training for supporting pupils with anxiety and wellbeing needs, leading to more consistent and effective practice across the local area.
3.3 Provide early support for children in the early years through the implementation of '5 to Thrive' and similar programmes.	Early Years Team School leaders		Increased school participation in '5 to Thrive' and similar programmes. Early years practitioners consistently use '5 to Thrive' and similar frameworks to identify children who may need additional support, leading to earlier and more effective interventions. Reduction in the number of children requiring higher levels of intervention at later stages, as evidenced by tracking and transition data.
3.4 Promote a strong partnership approach to safeguarding in schools; multi-agency collaboration to protect those at risk, robust policy and processes, and a curriculum (including Relationships and Sex Education) which empowers children and young people to stay safe.	Safeguarding Manager School leaders CSC		Strengthened multi-agency safeguarding practice. Increased number of joint safeguarding training sessions and case reviews, leading to improved consistency and confidence in safeguarding practice across all partners.
3.5 Promote a strong safeguarding culture of professional curiosity across the partnership, particularly in relation to children who currently present as vulnerable and those who are not in school/education settings.	Safeguarding Manager School leaders		Staff across schools, services, and partner agencies demonstrate increased confidence and consistency in applying professional curiosity, leading to earlier identification of safeguarding concerns. Regular multi-agency meetings and training sessions are held to share best practice, case studies, and learning around safeguarding and professional curiosity. Vulnerable children, including those not in school, are more effectively identified and supported through coordinated partnership working, as evidenced by improved engagement, attendance, and wellbeing outcomes.

3.6 Create a culture of opportunities for vulnerable children and young people to participate in inclusive outdoor opportunities enhancing their emotional health and wellbeing.	Partnership Development Manager School leaders		A higher proportion of priority children and young people regularly participate in inclusive outdoor activities. Children and young people report feeling more included, confident, and connected to their peers as a result of engaging in outdoor opportunities.
3.7 Promote the benefits of emotional health and wellbeing by providing opportunities to tackle inequalities through physical activity and sport.	Partnership Development Manager School leaders		A higher proportion of children and young people from priority groups regularly participate in physical activity and sport, narrowing the gap in access and engagement compared to their peers. Schools and partners observe a reduction in behavioural incidents and improved engagement in learning among children and young people who take part in regular physical activity.
3.8 Signpost parents and families experiencing hardship to additional programmes and sources of support.	School leaders		A higher proportion of families experiencing hardship are successfully connected to relevant local and national support programmes, as evidenced by referral and uptake data. Schools and partner agencies observe a reduction in the number of families requiring crisis intervention, as early signposting leads to more timely and effective support.
3.9 Deliver an effective family learning programme to support parents and families in their role of bringing up their children, including in supporting with anxiety.	Family Learning Team School leaders		Increased participation rates in family learning sessions, particularly among families of children identified as vulnerable or experiencing anxiety. Families report improved relationships, communication, and resilience, leading to a more supportive home environment for children's development.
3.10 Provide and engage with effective training for schools and settings to develop whole school attachment and trauma-informed practice, including through the implementation of the ARC (Attachment Research Community) framework.	Virtual School School leaders		Increased number of schools and settings implement the ARC framework and other trauma-informed approaches, as evidenced by participation in training, policy updates and TISA awards. Schools observe a reduction in behavioural incidents and exclusions, and an increase in positive relationships and engagement in learning, attributed to the consistent use of trauma-informed strategies.
3.11 Ensure effective information sharing and availability/co-ordination of therapeutic services for all children and young people who need them.	School leaders Health Childrens Social Care		Schools, health, and social care partners regularly share relevant information to ensure a joined-up approach to meeting the therapeutic needs of children and young people. Reduction in delays or gaps in support due to improved communication and coordinated planning between agencies, resulting in better outcomes for children and young people.

Progress Measures: [Specific numerical targets to be added as appropriate through consultation]

- Reduced permanent exclusions for all pupils
- Reduced rate of suspensions at both primary and secondary
- Reduction in the rate of suspensions for pupils with SEND, CLA pupils, children with a social worker, and pupils in receipt of the pupil premium
- Maintained high levels of school attendance for all pupils
- Increased attendance levels for children with SEND, CLA pupils, children with a social worker, and pupils in receipt of the pupil premium
- Reduction in pupils experiencing emotional barriers to school attendance (EBSA)
- Improved health and wellbeing outcomes for children and young people, as measured by evidence-based programmes, e.g. ARC, Youthline
- Decrease in acute presentations at paediatric services due to earlier recognition and referrals of children and young people in crisis

- Reduction in use of alternative provision and reduced hours provision

Priority 4: Work in partnership to ensure that all children and young people attend a high-quality school or setting and have access to education and training that meets their needs.

Why this is a priority? [Current contextual data and information to be added following the establishment of the Education Partnership Board]

Action	Lead partner(s)	Delivery date	Outcomes
4.1 Increase provision locally for our more complex children and young people through the expansion of Specialist Resource Provisions (SRP) and specialist spaces, including for the under 5s, ensuring clear admissions criteria and processes.	School Place Planning Committee		Increased number of children and young people with complex needs, including those under 5, are able to access local specialist resource provisions and specialist spaces, reducing the need for out-of-area placements. Clear and transparent admissions criteria and processes ensure equitable access to specialist provision for all eligible children.
4.2 Ensure that specialist placements are annually reviewed for impact, that pupils are transitioned into mainstream when they are ready to progress.			All specialist placements are subject to robust annual reviews, with clear evidence of pupil progress, impact of provision, and readiness for transition to mainstream settings. Increased proportion of pupils successfully transition from specialist placements to mainstream education when appropriate, with tailored support plans in place to ensure continuity and success.
4.3 Ensure there are sufficient, accessible, affordable and flexible places for children aged 0-5 years to enable parents to work.	Early Years Team School Place Planning Committee Schools and Trusts		The number of available early years places meets, or moves closer towards meeting, local demand. Early years settings offer flexible hours and affordable options, enabling more parents and carers to participate in the workforce or training. Increase in flexible offers at school based nurseries.
4.4 Intervene early with those schools in need of additional support, in line with Annex A.	Standards and Effectiveness		The incidence of schools requiring formal intervention or escalation to statutory processes remains very low, as early support leads to more effective and sustainable improvement.
4.5 Continue support for school leaders and governors to ensure that national and local priorities are addressed, with a focus on closing attainment gaps and supporting a robust culture of safeguarding.	Education Partnership Board		School leaders and governors actively participate in local school-to-school networks and system leadership initiatives, sharing effective strategies for closing attainment gaps and enhancing safeguarding. Increased number of collaborative projects, peer reviews, and joint professional development sessions, resulting in the wider adoption of best practice across schools. School leaders and governors demonstrate increased understanding and implementation of national and local priorities.
4.6 Improve upon strategies to ensure effective planning for the provision of high-quality school places (including for SEND) to meet demand informed by robust data.	School Place Planning Committee		School place planning processes are regularly informed by up-to-date, robust data on local demographics, projected pupil numbers, and SEND needs, ensuring that provision matches current and future demand.

			The number of surplus or insufficient school places is reduced, with timely adjustments made to capacity in both mainstream and specialist settings.
4.7 Review alternative provision in the local area, to ensure it meets need and supports inclusion across the sector and ensure that the processes surrounding its use are robust and effective.	Education Partnership Board Commissioning Team Schools		SEND and AP Strategy developed and published. The range and quality of AP in the local area is regularly reviewed and adapted to ensure it is accessible, inclusive, and meets the diverse needs of children and young people, including those with SEND and other vulnerabilities. Increased proportion of pupils successfully reintegrate into mainstream education or achieve positive outcomes from AP, as evidenced by tracking data and case studies. Schools, local authority, and AP providers work in partnership to monitor the quality and impact of AP, leading to improved outcomes and reduced reliance on external or long-term placements.
4.8 Work across the partnership to reduce numbers of children and young people being electively home educated, including by creating stronger links with schools.			Schools, local authorities, and partner agencies work collaboratively to identify and address the reasons for elective home education, offering early intervention and support to families at risk of disengagement.
4.9 Plan and secure enough high-quality post-16 education and training places to meet local demand and address any gaps in provision.	Post 16 Strategy Manager Post 16 providers and partners Education Sufficiency Manager		Young people can access a suitable range of post-16 options locally. Provision reflects local needs and is high quality, inclusive and sustainable. Gaps in capacity or provision are identified early and addressed through joint planning with providers.
Progress Measures: [Specific numerical targets to be added as appropriate through consultation]			
• School places reflect demand • Reduced number of surplus pupil places in schools • Sufficient early years places available • Maintained high percentage of schools achieving positive Ofsted inspection outcomes • Increased proportion of those children and young people with an EHCP accessing appropriate provision in Bracknell Forest, rather than out of borough placements, including independent provision • Reduction in use of external alternative provision and reduced hours provision			

Priority 5: Support all our children and young people to reach ambitious outcomes including through strong transitions from birth to adulthood.

Why this is a priority: [Current contextual data and information to be added following the establishment of the Education Partnership Board]

Action	Lead partner(s)	Delivery date	Outcomes
5.1 Promote take up of all Early Years entitlements from 9 months – 5 years.	Early Years Team		Increased take-up of Early Years entitlements. Improved proportions of all pupil and disadvantaged pupils attaining GLD (79.3% and 53.9%).
5.2 Strengthen careers education, information, advice and guidance (CEIAG) across all schools and colleges, focusing on low-attaining and vulnerable young people.	Post 16 Strategy Manager Careers Hub School and Trust leaders		All young people receive clear, impartial and timely advice on education, training and employment options. Low-attaining and vulnerable young people are supported to make informed, aspirational choices. Careers programmes in schools and colleges meet statutory guidance and align with local labour market needs. Increased compliance with the Gatsby Benchmarks leads to improved consistency and quality in careers education.
5.3 Facilitate best practice sharing around strategies to support parents to engage in their children's learning, through the family learning programme, and through effective communication with parents of children and young people with SEND.	Family Learning Team Family Hubs Early Years Team School leaders		Increased parental engagement in learning. Increased participation in family learning programmes. Parents report strong and effective communication with partners.
5.4 Embed regular training and information sharing to ensure that school settings, services and stakeholders (specifically young people and their parent/carers) understand transition pathways and processes.			Improved understanding of transition pathways. Smoother and more successful transitions lead to a reduction in the number of CYP experiencing disruption, disengagement or drop off in attendance or attainment.
5.5 Strengthen information sharing to support effective transitions from early years into primary school so that there is continuity of care and education.	Early Years Team Early Years providers School leaders		Increased use of the Five to Thrive One-Page-Profiles. Schools and settings report improved communication and better outcomes for children at transition.
5.6 Strengthen transition into secondary school (from primary and in-year) to ensure pupils with SEND and those that currently present as vulnerable feel fully socially included, feel a sense of belonging, and have continuity of provision between year 6 and the end of year 7.	Education Partnership Board School leaders		Enhanced social inclusion, belonging and strong attendance for priority pupils in Year 7 and Year 8. Strong continuity of provision and support.
5.7 Work with education and training providers to develop clear and ambitious post-16 routes that reflect local and national skills priorities.	Post 16 Strategy Manager Post 16 providers and partners		Post-16 pathways are clearly defined, accessible and ambitious for all learners. Routes to further and higher education, apprenticeships and employment are well promoted and understood. Pathways align with local and national skills priorities, supporting future workforce needs.

5.8 Improve post-16 access, support and outcomes for young people with special educational needs and disabilities (SEND) and other vulnerable or disadvantaged groups through strong partnership working across education, training and support services.	Post 16 Strategy Manager Post 16 providers and partners		Post-16 learners with SEND and those who are vulnerable can access the right education, training and support to meet their needs. Partnership working between schools, colleges, training providers, neighbouring authorities and the voluntary sector leads to more joined-up planning and delivery. Support for young people is timely, person-centred and focused on achieving positive long-term outcomes. Data and shared intelligence are used effectively to identify and remove barriers to access and progression.
5.9 Support effective transitions for all young people into further learning, employment and adulthood, embedding Preparing for Adulthood (PfA) principles from the earliest opportunity.	Post 16 Strategy Manager Post 16 providers and partners		Young people experience smooth, well-planned transitions into post-16 learning, employment and adult life. Professionals across education, health and care work together to plan and deliver consistent transition support. PfA principles are embedded early in planning to promote independence, inclusion and positive long-term outcomes.
5.10 Strengthen employer engagement through a coordinated approach that expands work experience, apprenticeships and supported employment opportunities.	Post 16 Strategy Manager Post 16 providers and partners Careers Hub		Employers are actively involved in supporting education, training and employment pathways. Young people gain meaningful work experience that builds skills and confidence. Opportunities reflect local labour market needs and support entry into priority sectors. Employer engagement activity is coordinated across council teams and partners.

Progress Measures: [Specific numerical targets to be added as appropriate through consultation]

- Take up of Early Years entitlements meets or exceeds national average
- Increased attendance levels for children with SEND, CLA pupils, children with a social worker, and pupils in receipt of the pupil premium
- Increased percentage of pupils with SEND, CLA pupils, children with a social worker, and pupils in receipt of the pupil premium achieving grade 4+ in English and maths at GCSE
- Increased percentage of pupils with SEND, CLA pupils, children with a social worker, and pupils in receipt of the pupil premium achieving expected standard+ (EXS+) combined reading, writing, maths (RWM) by end of key stage 2
- Improved destination data for young people with SEND, CLA pupils, children with a social worker, and pupils in receipt of the pupil premium
- Low NEET figures for all pupils
- Review of EHCP pupils transitioning to Post-16 indicates that inclusive provision is meeting need

Priority 6: Support the development of a skilled, knowledgeable, and confident workforce that is equipped to meet the needs of its children and young people.

Why this is a priority: [Current contextual data and information to be added following the establishment of the Education Partnership Board]

Action	Lead partner(s)	Delivery date	Outcomes
6.1 Develop recruitment and retention plans to ensure there are well qualified, skilled staff in schools and settings to support pupils.	School leaders and governors Education Partnership Board		High levels of engagement with CPD opportunities lead to increased job satisfaction and confidence. Collaborative succession planning and leadership development programmes ensure a strong pipeline of future leaders and specialists within the partnership.
6.2 Promote and develop a culture to address well-being and take account of teacher workload.	School leaders School governors		Schools demonstrate effective implementation of workload reduction strategies, resulting in more manageable working hours and improved work-life balance for staff. Leaders, governors, and those responsible for accountability regularly review and adapt policies, monitoring, and evaluation processes to ensure they actively support staff wellbeing and manageable workloads. Effective signposting is in place to ensure the workforce can access effective wellbeing support.
6.3 Foster a system-wide culture of high challenge/ low threat.	School leaders School governors Trust leaders Education and Learning leaders		Staff across schools report that expectations for performance and improvement are high, but are delivered within a supportive, non-punitive environment that encourages risk-taking, innovation, and professional growth. Leaders and staff describe a culture where constructive feedback, coaching, and peer support are the norm, leading to increased confidence, morale, and willingness to engage in continuous improvement.
6.4 In partnership, provide and signpost to a range of evidence based, effective continuing professional development programmes for all staff, e.g. Early Careers Frameworks, NPQs, research projects etc.	Education Partnership Board DfE Regional Team		All staff have access to, and participate in, a broad range of evidence-based professional development opportunities, including Early Careers Frameworks, NPQs, and research-led projects. Schools and settings work in partnership to share CPD resources, deliver joint training, and evaluate the impact of professional development on classroom practice and pupil outcomes.
6.5 Promote and engage with opportunities to develop SEND expertise, embed the graduated approach, develop trauma informed practice and inclusive quality first teaching, e.g. SENDCo Forum, the SEND Peer Review Programme, the SEND NPQ, engagement with Whole School SEND Handbooks etc.	School leaders School governors Trust leaders Education and Learning leaders		Increased number of staff across schools and settings participate in SEND-focused professional development opportunities (e.g., SENDCo Forum, SEND Peer Review Programme, SEND NPQ), leading to greater confidence and expertise in supporting pupils with SEND. Schools demonstrate consistent implementation of the graduated approach and inclusive quality first teaching.

6.6 Facilitate the sharing of expertise and evidence building to foster innovation and excellent achievement.	Education Partnership Boards School leaders		Schools and settings regularly participate in networks and forums to share expertise, research findings, and innovative approaches, leading to the adoption of new and effective practices across the partnership. Staff report increased confidence in using evidence to inform teaching and leadership decisions, resulting in improved pupil outcomes and greater professional satisfaction.
6.7 Build and develop collaborative networks through engaging education leaders and governors to develop a self-sustaining, system led model.	Education Partnership Boards School leaders		Education leaders and governors actively participate in established networks, resulting in regular sharing of expertise, resources, and best practice across schools and settings. The networks operate as a self-sustaining system, with schools supporting each other through peer review, joint professional development, and collaborative problem-solving. Schools demonstrate ongoing improvement in pupil outcomes, leadership capacity, and innovation, attributed to the collective impact of the system-led model.
Progress Measures: [Specific numerical targets to be added as appropriate through consultation]			
• Decreased staff vacancies in schools • Higher levels of staff retention in schools • Effective use of the employee assistance programme • Ongoing quality assurance indicates that leaders feel well supported			