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| **Yorkshire and Humber Change Programme Partnership (CPP) Highlight Report** | |
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| **Date of Report:** | 28 April 2025 |
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| **Reporting period:** | 24 March to 28 April 2025 |
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| **CPP Context & Background** |
| The Department for Education (DfE) are committed to testing, refining and developing the most significant reforms to ensure they get the changes right and are testing ‘whole system’ change in 32 local areas, working together as Change Programme Partnerships (CPPs) in each of the 9 regions of England. Wakefield is the lead Local Authority in the Yorkshire and Humber CPP working with Bradford, Calderdale and Leeds.  The programme was originally set up to test reforms set out in the Department for Education’s SEND and Alternative Provision Improvement Plan. These have included the development of a CPP Steering Group, completing a Strategic Delivery Plan, testing National and Local Inclusion Dashboards, setting up/revising SEND & Alternative Provision(AP) Local Area Partnerships, developing Local Area Inclusion Plans (LAIP), using a benchmarking tool for strategic planning for SEND and AP, testing of a National EHCP template, multi-agency panels, AP Reform (3-Tier Model), National Standards, Bands and Tariffs, Advisory Tailored Lists and Early Language Support for Every Child (ELSEC).  A national delivery partner, The Reaching Excellence and Ambition for all Children (REACh) consortium, led by PA Consulting in partnership with the Council for Disabled Children, Olive Academies and IMPOWER are supporting the DfE and our CPP’s with delivery of this two-year programme to implement, test and refine these reforms.  At the end of 2024, a new phase of the Change Programme was confirmed with a greater focus on inclusive practice. The work in this phase will help build a shared understanding across the sector and with DfE about what and how provision needs to change to enable inclusion for children and young people, including those with special educational needs or disabilities. Testing will therefore now focus on four key areas, these are:   * Local partnerships with shared priorities and plans for commissioning / delivering the right provision to enable inclusion * A coherent inclusion offer of universal and targeted services wrapped around mainstream settings * Support to mainstream settings to drive inclusive practice and leadership * Use of data & evidence to understand impact on outcomes and experiences for children and young people within cohorts and settings     As such we will prioritise testing existing elements that support these areas incl. Partnerships & Inclusion Plans (with a focus on inclusive mainstream), ELSEC, and AP, as well as new elements testing inclusive practice. |
| **Progress Updates Since the Last Highlight Report** |
| **Wakefield:**   * Continuing Professional Development (CPD) Project - Developed the 'Wakefield Relational Approach Partnership' with a universal Personal, Social, Health and Economic education (PSHE) offer in collaboration with One Life and the Education Psychology Service (EPS). * SEND and AP Board: Focused on 'You Said, We Did' initiatives. * 12 robots delivered to EPS, to support the Emotionally Based School Avoidance (EBSA) programme. * Partnerships for Inclusion of Neurodiversity in Schools (PINS) Continuation: Awaiting confirmation and starting early conversations with health for the next phase.   **Bradford:**   * Inclusion Charter mark update - consultation coming to an end in April having been through headteacher groups, Bradford Schools in Partnership (BSIP) and the School Improvement Network. Settings have expressed an interest in wanting to be part of the pilot stage in the Summer. * Mini inclusion review scheduled for 9th May. Surveys completed with settings and children/young people. * SEND Schools Reference Group: Formed to address co-production gaps with SENCOs and Inclusion leads. * Alternative Provision Specialist Taskforce (APST) has been strengthened with new members, agreed on additional Family Support Worker. Schools referring to tiers 1 & 2, AP Panel being established for referrals. * Enhanced Mediations Contract went live. * EHCP Multi-Agency Quality Assurance (QA) Group: Met to QA 5 EHCPs, identified good practices and areas for development, actions shared with stakeholders.   **ELSEC (Bradford):**   * Positive feedback is being gathered, targeted interventions are engaging and enjoyable for children, quality audits show consistent and skilled delivery, and specialist SALT screening is ongoing.   **Leeds:**   * Alternative Provision (AP): First AP partnership steering group met on 21st March and working groups started to progress against identified Key Performance Indicators (KPIs). * Continued work to coproduce the Ordinarily Available Provision, including preparation of bid for funding. * Review of Education Health Care panel and process automation. * Have had 3 approved bids: Inclusive provision, AV1 learning robots, NHS pilot for cluster-based therapists.   **Calderdale:**   * PINS: There are 13 primary schools engaged. In the final stages and completing final evaluations. Working towards PINS Phase 2 and hopeful that 10 Calderdale primary schools will engage. * AP: Steering group established, and the tier two provision is now open. * Mainstream Inclusion Calderdale framework Cognition & Learning and Speech Language Communication Needs stakeholder workshops: Ongoing face-to-face meetings for leads along with workshops with cross-sector partners (Integrated Care Board (ICB), therapies team, school improvement team and mainstream and specialist provisions) have been successful. * Update with Family Voice Calderdale to support improved communication plan on Change Programme. * Health colleagues attend MIC sessions and incorporating SLCN pathway to have a shared approach. |
| **Details of Meetings/Workshops/Task and Finish Groups in this Period** |
| **Yorkshire and Humber CPP Core Steering Group**  Steering Group convened virtually on 28 March 2025 and now has an established membership representative of areas in scope for the programme. The agenda consisted of:   * Welcome and Introductions * Minutes from the previous meeting * Progress updates * Business Case Reviews: * Case Studies - template and examples * Next Year Planning – DfE/REACh * Yorkshire and Humber Event 13 June 2025 * What’s coming up next/Key Updates * Finance and Funding * Communications   **Date of Next Meetings:** 23 May 2025  **Weekly meeting with Wakefield lead contacts, DfE & REACh as required, this period:**   * 24 April 2025 * 2 May 2025 * 9 May 2025 * 16 May 2025   **CPP Leads in person Session**   * 6 June 2025 |
| **Programme Planned Activities for Next Month** |
| **Leeds:**   * Action on successful bids. * Alternative Provision working groups will meet after the Easter holidays to begin to progress against the KPIs identified. * Agree next phase Education Health and Care panel and process automation following options paper. * Report following Leeds Local Offer Live workshop. * Workshops for headteachers, SENCos and teachers to trial the audit tool and develop ‘how to’ guidance.   **Wakefield:**   * Attending the organisational development session with Wakefield multi-agency partners responding to children with complex needs (facilitated by ICB). * Attendance at nation F40 Peer review meeting – looking at inclusion, models of working to support the increasing demand on High Needs Block. * Mapping of inclusion resources / support and updating of support services directory.   **Bradford:**   * Business Case for robots to be finalised and sent * Engagement event with Voluntary, Community and Social Enterprise (VCSE) sector and Parents to review how the VCSE supports Children and Young People (CYP) as part of the Universal and Targeted levels. * Mapping of all inclusion services and take proposals to Department Management Team (DMT) and operational workstreams. * Brad Starz and other CYP Groups holding Inclusion working sessions to support Bradford’s Inclusion Peer Review. * Proposals paper to be presented at AP Planning Group exploring additional taskforce resource, including increased access to EPs to support transitions and Mencap family support workers. * Engagement sessions to integrate the Local Government Association Recommendations, Local Area Inclusion Plan, Written Statement of Action work, and Co-produced SEND strategy into one plan, allowing the Local Area SEND Strategic Partnership Board (LASSPB) to assess outcomes, progression, and provide strong governance.   **Calderdale:**   * SEND delivery Group – governance of all CPP projects to feed into wider SEND & AP board. * Mainstream Inclusion Calderdale framework and SLCN stakeholder workshops. * Continued delivery of PINs. * Health colleagues attend Mainstream Inclusive Calderdale sessions and incorporating SLCN pathway to have a shared approach * Calderdale are continuing with the development of a Medical Needs Hub which is set to integrate advanced technology, including AV1 Robots, to enhance support for students with medical needs. * Outcome and reporting back from National Evaluator on programme to date and taking forward learning. * Continued ongoing local CPP communications ensuring these are linked across the CPP to ensure consistent messaging and informed by information from our CPP, DfE and REACh. * The AP 3 tier model in Calderdale has been prepared for implementation post-April 2025. * Data tracking mechanisms are being enhanced to measure the long-term impact of Education Support officers in Calderdale.   **ICB:**   * Ambitions for inclusions event happening 9th May. * Intentions to bring Education Health Care Plan QA tool kit to the core group meeting within the next 2 months. * West Yorkshire ICB to Support co-ordination and connectivity of scale up of ELSEC approach. * West Yorkshire ICB continues to support the overview of PINS (Partnership for Inclusion of Neurodiversity in Schools) project. ICB’s working with eligible schools to undertake self-assessments against 6 core areas: culture, MH, teaching and learning, sensory environments, communication and readiness to learn. Tailored support over 5 days for school from practitioner/PCF based on outputs from self-assessment.   **Youth Work Unit:**   * Completing a number of engagement activities with young people to capture their voices. |
| **Impact to date and Feedback** |
| * Setting up SEND delivery group has tightened operational grip on transformation work in Wakefield. * Deep dive into transition team shows positive impact. * 6-month review of SEMH pilot evidences impact of new working methods. * Feedback from EPS conference shows school leaders value support around inclusion. * APST is well supported by partners; early work in engaging partners supports recruitment drive Calderdale’s medical needs team seeing early positive impact on early intervention work. * Collaboration and co-production to drive forward mainstream inclusion work. * Leeds has seen a positive impact on timeliness of decisions to assess and added further rigor to financial decisions. * Preparation for Adulthood thematic review identified gaps and allowed planning within the framework. * Leeds reviewed work to date on automation; discussed impact and future direction. * AP strategy work and co-production have resulted in strong engagement and shared vision for AP. * Bradford has seen some small reductions in suspensions and permanent exclusions since December launch of 3-tier AP models. * Latest comparator data shows Bradford above the Comparator levels of key life milestones and achievements for children with SEND. * Engagement with school leaders is strong, however there is anxiety around inclusive settings and what this means regarding needing to do more given increasing need for support. * Engagement with health partners, families, and young people has fostered a collaborative environment, enhancing the effectiveness of the initiatives. * Work is enabling further integration across health and care and education. * Mini peer reviews on inclusive settings are emerging as a key strategic tool for self-assessment and improvements in SEND support with positive initial outcomes. These will continue to inform future action planning. * Steering Groups and working groups are established giving partnership representation and strategic oversight. * There has been a productive collaborative workshop approach across the region. * The introduction of AV1 Robots within settings are providing transformative technology with significant positive implications for inclusive, flexible education support with advantages of enabling flexible learning environments. * Multi-agency Panels (MAPS) are continuing to offer advantages with benefits of ensuring shared professional expertise and a consistent support approach. * Young people are excited about being given the opportunity to offer feedback. * All CPP areas are continuing to use the EHCP template following positive feedback. |
| **Risks, Barriers and Challenges** |
| * There is an on-going challenge to balance priorities and commitment across the CPP, mitigations are in place to support through specific task and finish groups with delegated ownership to drive progress. * Some local areas are carrying vacancies which are putting pressure on resourcing aspects of the programme, and it is a challenge to recruit some posts. * The impact of local challenges along with wider challenges in the SEND system and changes to key posts can and does hinder progress and impacts on timescales. * Risks around capacity in PCF to support testing of reforms and also ensuring they remain well linked into programme. * There are some potential delays in some of the specific funded projects that have been implemented due to unforeseen circumstances or logistical issues. |

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