



# SEND AND AP CHANGE PROGRAMME



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# Introduction

## What is the Change Programme Partnership (CPP)?

The CPP is part of the Change Programme (CP), a national initiative running from September 2023 to August 2026. It is being piloted across 32 local authorities—organised into nine regional “Change Programme Partnerships” (CPPs) - to trial and refine proposed reforms to Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) services.

## Why This Matters

- **Aligning with the SEND and AP Improvement Plan:** Supports the vision outlined in the national SEND Review Green Paper, aiming for the right support, in the right place, at the right time.
- **Test and learn:** Each CPP tests key reforms—ranging from standardised Education, Health and Care (EHC) plan templates through to new inclusion partnerships - to see what works best locally, feeding insights back to the DfE.
- **Inclusive collaboration:** Local authorities, health services, schools, specialist providers, parent-carer forums, children and young people are all actively shaping the changes through co-production.

## Our Goals

The CPP SEND Change Programme aims to:

- Learn from testing proposed SEND reforms across different local areas, informing future national policy development, and supporting whole-system improvement.
- Establish local partnerships and plans to help enable and enhance inclusion and inclusive practice within local areas.
- Improve early identification and intervention for children and young people through delivery of CP ‘test and learn’ programmes.

# Yorkshire and Humber's Involvement in the Change Programme

During the first phase of the programme, the CPPs were asked to test 12 areas of reform.

The second phase of the programme is continuing until March 2026 and July 2026 for some elements. The focus in this phase was on how to build more inclusive and sustainable systems that provide the right help earlier, especially through mainstream settings. The testing of ELSEC and three-tier Alternative Provision continued, in addition testing on how to better support, settings through something called the Local Inclusion Support Offer (LISO).

32 local areas have been grouped into nine regional Change Programme Partnerships (CPPs), one in each English region.

Wakefield was chosen to lead the Yorkshire and Humber partnership working with Bradford, Calderdale and Leeds along with the West Yorkshire Integrated Care Board, Regional Parent Carer Forum and the Yorkshire and Humber SEND Youth Alliance.

In order to support the work, a number of meetings were set up involving a wide range of partners.





## Regular Meetings

We are involved in a wide range of regular meetings that help keep the programme moving forward and ensure that everyone stays connected across the region and nationally. These meetings bring together colleagues from different organisations so that we can share updates, discuss challenges, and agree next steps.

**Our regular meetings include:**

### Meetings With the DfE

We meet with the DfE on a regular basis to share our progress, discuss what we are learning, and make sure our testing aligns with national expectations for the SEND and Alternative Provision (AP) Change Programme. The lead also meets weekly with the DfE and the evaluator.

### Meetings With the National Evaluator

We meet regularly with the National Evaluator to share evidence from our testing and to contribute to the national understanding of what is working well and where further development is needed.

### Meetings With REACH

We meet regularly with **Reaching Excellence and Ambition for all Children (REACH)**, which is the DfE's delivery partner for the SEND and Alternative Provision (AP) Change Programme.

REACH provides support around inclusion and system development, and our ongoing meetings with them help us strengthen the regional offer for schools and settings.





### CPP Core Group

The CPP Core Group brings together all steering group members from across the region. This group meets every month and provides space to review the full programme, agree priorities, and coordinate work across all strands. This group has members across all parts of the system.

### Regular Collaboration Across All Four Local Authorities

The four local authorities in the Yorkshire and Humber CPP (Wakefield, Leeds, Bradford, and Calderdale) meet frequently to review progress, share experiences, compare approaches, and plan activity across the region. These meetings help to ensure that we are working consistently and learning from one another.

### Finance and Funding

This meeting looks at how funding within the programme is used across the four local authorities. The focus is on making sure that money is spent correctly, used fairly, and allocated in line with the DfE's criteria.

The group brings together colleagues from finance, SEND, commissioning, and programme teams so that we can:

- Review how funding is being used
- Check that all spending meets the DfE requirements
- Make sure money is distributed appropriately across workstreams
- Support longer-term planning and financial sustainability

The overall aim is to make sure that decisions about funding are transparent, consistent, and help the programme achieve the best outcomes for children, young people, and families.





## Focus Groups

Each local authority runs its own focus groups, and we also host wider cross-regional focus groups that bring everyone together. These conversations help us understand people's real experiences and shape the changes being tested.

### Cross-Regional Focus Groups

Alongside local groups, we also bring participants from all four areas together. These groups look at wider themes and help us build a shared understanding across Yorkshire and Humber and the West Yorkshire ICB.

### Our regional focus groups include:

#### Inclusive School Focus Group

The inclusive focus group has a focus on what inclusive practices look like, what support schools need, and how to strengthen inclusion.

#### Alternative Provision (AP) Focus Group

This group looks at how AP is accessed, how it is used across the region, and how we can make sure that children and young people receive the right support at the right time.

#### Local Inclusion Support Offer (LISO) Focus Group

The Local Inclusion Support Offer (LISO) is a new model being developed and tested by the DfE as part of the SEND and Alternative Provision Change Programme. See the [Support for Schools](#) section for further information

Our focus groups explore how LISO is working in practice, what families and schools need from it, and how it can be developed further.



## The Role of the National Evaluator

The National Evaluator provides independent oversight, insight, and assurance across the CPP AP Change Programme. Working closely with local areas, national stakeholders, and the programme team, they assess progress, capture learning, and evaluate the impact of new approaches. Their work supports consistent improvement, identifies what works in practice, and helps guide national policy and future delivery.

[Evaluation of the SEND and AP change programme - Interim evaluation summary January 2026.](#)

## Events and Engagement Activities

Alongside our meetings and focus groups, we run a programme of regional engagement events. These events bring together local areas, partners, families, and young people to share learning, explore ideas, and gather feedback that shapes the next phase of the programme.

Events range from workshops and learning sessions to showcases and online discussions. Each one provides an opportunity to connect, collaborate, and make sure a wide range of voices are heard.

## Want to See More?

A full list of meetings, events, and activities delivered so far is available in the highlight reports on the Wakefield Local Offer page, where all regional updates are stored.

[Change Programme Partnership | Change Programme Partnership | Wakefield SEND Local Offer](#)



# Local Area Overviews






# Bradford

*Over the past three years, Bradford has delivered projects via the Change Programme, designed to strengthen its SEND system, modernise processes, and improve support for children, young people and families. This programme has focused on more responsive Education, Health and Care Plan (EHCP) processes, a re-designed Alternative Provision (AP) model, and a renewed emphasis on inclusive practice through multi-agency collaboration.*

## Strengthening Inclusive Practice Across the System

The Change Programme helped to facilitate and focus partners; schools, health, social care, early years, the voluntary sector and parent/carer representatives, to co-produce and align inclusive practice. Through this collective effort:

- Universal and targeted support offers have been strengthened, giving schools clearer tools, training and pathways to meet needs earlier.
- Graduated approaches are being applied more consistently, ensuring that adaptations, interventions and monitoring happen before escalation to statutory processes.
- Stakeholder collaboration has resulted in more consistent understanding across the system of what good inclusion looks like in everyday practice.



A key impact has been increased parental understanding of available support in schools and in the community. This clearer, more transparent local offer has positively influenced parental trust and confidence, allowing families to feel more assured that help is accessible and timely.

Major developments have been:

- Bradford's refined three-tier Alternative Provision model offers a graduated system of support for pupils at risk of disengagement. Tier 1 focuses on early, preventative interventions within mainstream schools, Tier 2 provides short-term, targeted placements with specialist wrap-around support, while Tier 3 delivers longer-term specialist provision. This strengthened wrap-around approach is enabling earlier and more effective support, stabilising pupil engagement, supporting smoother reintegration, and leading to improvements in attendance, emotional regulation, and access to personalised learning pathways.
- ELSEC has enabled more children and young people to have speech, language and communication needs identified much earlier, thanks to staff receiving targeted training in the Bradford Speech and Language Therapy screening tool, reflective video-based coaching, and strategies for supporting families in their home language. As a result, practitioners are now better equipped to recognise early signs of SLCN and provide timely, informed support, helping ensure that children receive the right help as early as possible to strengthen their communication, learning and long-term outcomes.

## **EHCP Improvements and Revised Template**

A new EHCP template has been tested locally to ensure plans are clearer, more child-centred, and better reflect strengths, needs and aspirations. The next stage of development focuses on:

- Increasing partner contributions during reviews to give a more holistic, multidisciplinary understanding of need.
- Improving consistency in quality so each EHCP provides a stronger foundation for planning support and provision.

These improvements are already helping teams capture strengths and needs more clearly and align support strategies more closely with aspirations and lived experiences.



- Panel structures were streamlined, reducing duplication and clarifying purpose, scope and decision-making responsibilities across SEND pathways.
- Partner representation was strengthened, ensuring education, health, social care and specialist services contribute consistently and with equal weight.
- Quality oversight improved, with panels adopting clearer criteria, standardised documentation, and routine challenge around the sufficiency of assessments and the clarity of EHCP content.

This strengthened oversight has directly improved the quality, consistency and timeliness of EHCPs, with more thorough evidence gathering, clearer outcomes, and improved alignment between needs and provision. The review has also contributed to increased parental transparency and confidence, as decision-making is now more consistent, understandable and collaborative.

Together, these developments demonstrate progress Bradford has and is making to strengthen its SEND system, building a more inclusive, collaborative and responsive local offer. By improving the quality and consistency of EHCPs, embedding clearer multi-agency governance, enhancing early identification and intervention, and expanding the graduated support available across education and alternative provision, the district has created stronger foundations for better outcomes. This collective commitment—shared by children, young people, families and partners—positions Bradford to continue evolving its practice, sustaining momentum, and ensuring that every child and young person receives the right support at the right time to thrive.

Bradford continues to apply the lessons learned through the Change Programme, using these insights to refine and strengthen its SEND systems. The local area is actively implementing further improvements that build on the progress made to date, ensuring that changes are embedded, sustainable, and responsive to the needs of children, young people and families.



# Calderdale

## Calderdale: Strengthening Inclusion, Transforming Outcomes

Over the course of the CPP SEND and AP Change Programme, Calderdale has taken bold, decisive steps toward reshaping its entire approach to SEND - moving from isolated improvement initiatives to a whole-system transformation. Through its work in the national Change Programme, the district has strengthened services, deepened partnerships and ignited a powerful cultural shift. At the heart of this shift is a shared belief that inclusion must be woven into every classroom, every service and every community.

Calderdale is not just improving systems - it is building an environment where every child can thrive.

### Building an Inclusive Mainstream System

The launch of Mainstream Inclusion Calderdale (MIC) stands as one of the district's most significant milestones. With more than 180 delegates representing over 70% of Calderdale schools attending the launch, education, health and social care partners came together behind a unified purpose: to embed strong, consistent inclusive practice across every setting. Through MIC, schools now benefit from:

- A comprehensive online audit tool
- A rich data bank
- A well-curated resource hub



Together, these tools are helping school leaders to identify strengths, drive improvement planning and make meaningful changes directly benefiting their pupils. Early feedback has been overwhelmingly positive, with staff praising the platform for enhancing CPD and providing practical strategies they can apply immediately in classrooms.

Importantly, MIC has also become the foundation for Calderdale's Local Inclusion Support Offer (LISO) - bringing clarity, accessibility and consistency to the support available for families and settings.

## Supporting Schools to Meet Diverse Needs

Calderdale has significantly strengthened early intervention and workforce development across the district. Recent achievements include:

- Nine new schools joining the PINS offer, receiving support around early identification, masking, emotional-based school avoidance, reflective supervision and social communication.
- A new Early Years language screening programme, delivered with the NHS, giving all early-years providers access to screening tools and training for early detection of speech and language needs.
- The creation of 13 new SEN units within mainstream schools, offering high-quality specialist provision closer to home and receiving strong positive feedback from families. A sustainability proposal is now being developed for Schools Forum.

Through these actions, Calderdale is building a more confident, skilled and empowered education workforce - one that is better equipped to meet diverse needs in mainstream settings.

## Reducing Exclusions and Keeping Children in Education

Calderdale's Alternative Provision Specialist Taskforce (APST) is delivering transformative outcomes, demonstrating the power of an early-help, joined-up approach. Its impact is clear:



- 0 permanent exclusions among pupils supported through the Tier 2 model
- 75% reduction in permanent exclusions at Trinity Academy Grammar
- 25% reduction in permanent exclusions across the district
- 98% reduction in suspensions at Carlton Mill Tier 2 provision

These results show that when children receive the right support at the right time, their engagement, confidence and outcomes improve dramatically - keeping them connected to learning and to their school communities.

## Empowering Families and Strengthening Trust

Families have played a central role in shaping Calderdale's approach. Parent and carer feedback highlights the importance of:

- Strong, consistent EHCP processes
- Clear communication
- Emotional-wellbeing support
- Trusting relationships with professionals

Regional forums have acknowledged Calderdale's openness and commitment to co-production, especially through transition work where families have shared powerful insights to improve future support.

Initiatives such as the Education Support Officer (ESO) programme are helping re-engage learners and provide earlier support for families, with encouraging early results in attendance and participation.

## What This Means for Calderdale

Calderdale's achievements represent much more than progress against a plan - they represent the foundations of a stronger, more connected, more inclusive local system.

The impact is already evident:



- More children are staying in school, with earlier, more effective support reducing escalation.
- Families feel better informed and more supported, increasing trust and confidence in the system.
- Schools feel connected, with shared tools, shared language and shared approaches to inclusion.
- Partnerships across education, health and care are deeper and more purposeful, with collective ownership of outcomes.
- Data and insight are being used more intelligently, guiding decision-making and strengthening accountability.

Calderdale is building a district where inclusion is not an aspiration - it is a lived, everyday reality. A place where every child and young person can thrive. A place where support is consistent, connected and compassionate.

**Calderdale's transformation is already underway - and its impact will last for generations.**

## Feedback Quotes

### Parent and Carer Voice

“

***Clear communication and strong EHCP processes really matter to us – it makes a huge difference during periods of change.*** – Regional Parent Carer Forum feedback guiding Calderdale's priorities.

”

“

***We are grateful to all the parent carers who shared their stories so openly. Their experiences are helping improve transition for families across Calderdale.*** – Acknowledgement from the Informing Transitions project.

”



## Family Experience of Support

“

**The emotional wellbeing support has been invaluable. Being listened to and having clear updates helps ease the stress.** – Reflected in regional PCF feedback influencing local practice.

”

## Workforce Reflections

“

**The Mainstream Inclusion Calderdale audit is already helping drive real improvements in inclusion in our schools.** – School feedback on MIC implementation.

”

## Young People’s Voice (Regional Influence on Calderdale)

“

**We want our experiences to shape how inclusion works – it helps schools understand what really matters to us.** – Youth researchers' feedback on shaping inclusion reforms.

”

“

**Education rights and creative ways to share our stories are the priorities we want adults to focus on.** – Young people’s identified programme priorities.

”

## Calderdale Education Support Officer

The Calderdale Education Support Officer (ESO) initiative was launched to provide early intervention for students at risk of persistent absence due to mental health challenges, reducing referrals to the Medical Needs Team (MNT). Since December 2024, ESOs have worked across three target schools to support students through individualised support plans to increase engagement, attendance and academic participation.

[calderdale-case-study-education-support-officer.docx](#)



# Leeds

## Inclusive Mainstream Practice

Leeds continues to make strong progress in strengthening inclusive practice across the local area. A major milestone this period has been the launch of the Inclusive Mainstream Practice (IMP) website, developed with partners to provide a central, accessible resource for schools, families and professionals. The site now brings together clear pathways for support, best-practice guidance, and an integrated SEND audit tool that enables schools to assess their current position and identify future development priorities. This reflects Leeds' strong commitment to embedding inclusive practice consistently across all settings.

## Assistive Technology Lending Library

Another key area of progress is the development of the Assistive Technology Lending Library. Building on the existing medical needs contract, Leeds has completed survey work, progressed procurement, and put evaluation processes in place for the next stage. Schools are already trialling a range of equipment to understand what best supports pupils with communication, sensory and learning needs. This work is helping to build a sustainable and equitable citywide model for access to assistive technology.



## Cluster-Based Therapist

Leeds has also strengthened practitioner support by embedding cluster-based therapists, who now visit five schools weekly. These therapists work closely with staff to identify needs earlier, guide equipment trials, and build confidence in supporting pupils who require targeted interventions. The model is already demonstrating strong potential in enhancing expertise within school settings and improving access to specialist support.

## Alternative Provision Review

Progress is also continuing through the Alternative Provision (AP) Review, which has identified four key workstreams that will shape future improvement. A reset meeting has taken place to review priorities and ensure a shared, aligned approach across partners. This work aims to strengthen the quality, consistency and pathways within the Leeds AP system.

## Noticing Movement Programme

In early years settings, the Noticing Movement programme continues to show significant impact on children's physical development and engagement. Leeds now plans to extend the programme into Key Stage 1, ensuring more pupils benefit from the strong foundations established during the early years. Additional early years resources will also be added to the IMP site, improving access to guidance for practitioners and families.



## Looking Ahead

Looking ahead, Leeds will continue building on these achievements through:

- Rolling out Noticing Movement to KS1, following strong outcomes in the Early Years.
- Working with No Isolation to develop AV1 robot case studies, showcasing the impact of remote-learning support for pupils unable to attend school.
- Refreshing the local development plan, ensuring current priorities are clearly reflected and partners remain aligned.

Parent and carer voice continues to play a central role in shaping Leeds' approach. Workshops facilitated by the Inclusive Mainstream Provision team have strengthened relationships with families, and parents have helped test and refine the new application-status tool ahead of launch. Leeds has also agreed a Co-Production Charter and developed a new One-Minute Guide to strengthen communication with families. A parent/carer survey has been launched to measure the effectiveness of the inclusive mainstream model and to inform future improvements.



Overall, Leeds is demonstrating strong progress, with increasing evidence of improved collaboration, greater parental confidence and the continued strengthening of inclusive practice across settings. The ongoing expansion of digital tools, early-years support, assistive technology and co-produced resources will further enhance Leeds' inclusive offer in the months ahead.



# Wakefield

Wakefield's journey through the SEND Change Programme has focused on building a more coherent, inclusive and joined-up system across education, health and care. As the lead local authority for the Yorkshire and Humber CPP, we adopted a model of one clear strategic lead supported by defined project leads, ensuring consistent oversight while enabling each strand to progress at pace and respond to local need. The initial phase of the programme was around standardisation and whilst the new template and the review to multi-agency panel and dispute resolution has strengthened practice, it was the second phase that allowed Wakefield to become more innovative and adopt a different approach to supporting inclusion in its broadest terms.

## Our Approach

A core principle of our approach was investing in shared learning and reflective practice. We prioritised multi-agency and partnership training, creating structured time for senior leaders across schools and LA services to reflect together on what inclusion means, what good looks like, and how we achieve that in a sustainable, system-wide way. These conversations strengthened collective understanding and built deeper relationships that now underpin our inclusion work.

We recognised early that genuine inclusion in schools is only possible when there is strong support around them. This led to the development of a more coherent and consistent graduated approach, which effectively forms Wakefield's Local Inclusion Support Offer. Schools now have clearer pathways to access training, advice, modelling of practice and direct delivery when needed. This clarity has improved confidence and helps schools intervene earlier and more effectively.



## Building on What We Had

It was essential that the programme did not start from scratch. We undertook detailed mapping of our existing inclusion services, identifying strengths, overlaps and gaps. This gave us a strong foundation for aligning activity, reducing duplication and ensuring that specialist expertise was used in the right way.

We also moved deliberately away from siloed working. The programme reinforced that to support a child or young person well, we must see them in the round - understanding their needs, strengths, lived experience, family context and wider environment. This is evident through our SEMH pilot and the work of the transitions team. Stronger triage, better information quality and more multi-agency discussions have helped to ensure that decisions and plans are holistic and better targeted.

## Learning for Wakefield

Across the programme we have learned that:

- Sustainable change requires shared reflection space for leaders, not just new tools or processes.
- Schools become more inclusive when the support around them is clear, coordinated and accessible.
- A strong graduated approach is only effective when it is understood as a system-wide Local Inclusion Support Offer, not a single document.
- Early identification, targeted support and timely advice prevent escalation and improve outcomes.
- Consistent practice tools, including the tested EHCP templates and improved advice formats, increase clarity for families and professionals.
- Strong multi-agency decision-making depends on good-quality information and regular communication.
- Inclusion is strengthened when we deliberately build on existing services rather than redesigning in isolation.



## Impact for Wakefield

Through this approach, Wakefield has:

- Strengthened the shared understanding of inclusive practice across schools, LA services and partners.
- Created clearer pathways of support, improving the confidence of schools and families.
- Improved multi-agency decision-making and consistency of EHCP processes.
- Aligned specialist teams around the child rather than organisational boundaries.
- Developed a more coherent, sustainable graduated approach as part of the Local Inclusion Support Offer.
- Deepened partnership working across education, health, social care and the voluntary sector.
- Reduced fragmentation by knitting existing services together and filling key gaps.

## Looking Ahead

Our experience has shown that system change works best when:

- Leadership is clear but distributed
- Partners have structured time to think, learn and model good practice together
- Schools are supported with training, advice and direct delivery
- Existing strengths are recognised and built on
- Young people are viewed holistically, not in isolated streams of support

Wakefield now has a much stronger foundation to continue embedding inclusive practice, align sufficiency and quality, and confidently continue to embed inclusive practice.



# Support for Schools





# Local Inclusion Support Offer (LISO)



## Wakefield

Wakefield is implementing the Local Inclusion Support Offer (LISO) in a way that strengthens the graduated approach and provides schools with coordinated, wrap-around support. Our aim is to make the system clearer, reduce duplication, and ensure children and young people receive the right support at the right time.

The LISO brings together our three pillars of support:

**1. Advice**

Early advice and consultation from SEND Advisory Teachers, Educational Psychology (where capacity allows), and specialist teams. This helps schools refine the assess-plan-do-review cycle and make informed decisions.




**2. Training**

A coordinated training programme aligned to the graduated approach, including whole-school CPD, targeted staff development, and leadership reflection sessions on what effective inclusion looks like.

**3. Direct Delivery**

Where higher-level intervention is required, specialist teams provide direct, time-limited work with CYP or groups, modelling strategies and strengthening school capacity.



## How Schools Access the LISO

Support is accessed through existing, familiar pathways to avoid adding new processes. This ensures the offer is simple, consistent and embedded within current structures.

### Advisory Teacher and School Planning Meetings

- Schools can request support through their named SEND Advisory Teacher.
- Half-termly or termly Planning Meetings are used to identify priorities, explore graduated responses and agree next steps.
- This acts as the main stepping stone to targeted LISO activity.

### Team Around School (TAS) Requests

- TAS provides a multi-agency problem-solving space for schools with emerging or persistent concerns.
- Through TAS, schools can access additional advice, targeted training recommendations, or direct work where appropriate.
- TAS also helps identify when a case may need escalation or wider support.

### Alternative Provision (AP) Panel

- Where a CYP may require short-term intervention or a preventative offer, the AP Panel considers requests from schools.
- The panel links decisions to the graduated approach and ensures CYP receive support without delay.
- LISO can feed into AP offers through advice and modelling to help reintegration and inclusion.

### EHCP Panel and Statutory Pathways

- Where a CYP may require statutory assessment or specialist provision, the EHCP Panel reviews evidence from the graduated approach and wider LISO activity.
- LISO supports schools to build strong, needs-led evidence while ensuring the child receives the right intervention during the process.



## Pathways to Support – At a Glance

### UNIVERSAL

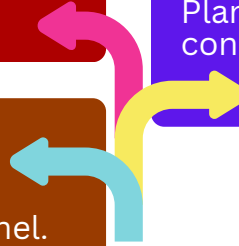
Early advice, online resources, SEND networks.

### TARGETED

Planning meetings, TAS, specialist consultations, CPD.

### SPECIALIST

Direct delivery, AP interventions, statutory routes through EHCP Panel.



## Our Approach

Wakefield's approach is rooted in partnership. We recognise the pressure on schools and staff, and the LISO is designed to bring clarity, practical help and consistent pathways, not extra work. By aligning support to the graduated approach, we create a coordinated system where schools can easily see what is available and how to access it.

## Next Steps

We are aware that navigation of support systems is really important and the next stage is looking at how we can digitise the support offer to ensure full transparency around access to support at the earliest opportunity.



# WAKEFIELD SPEECH, LANGUAGE AND COMMUNICATION PATHWAY



*Early Identification | Early Support | Better Outcomes*

## Our Vision

Creating a system where every child's speech, language and communication needs are identified early, ensuring the right support at the right time.

## Why This Matters

- Faster identification and support improves long-term outcomes for children
- Clearer pathways reduce duplication and waiting times
- Stronger partnership working benefits families, schools, and professionals

## Our Key Aims

- Specialist speech and language support delivered within 18 weeks
- Earlier identification of needs across all settings
- Reduced reliance on specialist pathways and fewer EHCP escalations

# WHAT'S CHANGING?

## 1. Improved Clinical Pathway – Episodes of Care

### A new model offering:

- Time-limited, targeted therapy for specific clinical needs
- Therapists focus on modelling strategies for parents and school staff
- Children only re-referred if their needs change

### Impact:

No children waiting for review or intervention  
Follow-up therapy offered in around three weeks

## 2. Stronger Speech and Language Support in Schools

We're embedding expertise where children spend most of their time. Schools will benefit from:

- 3.5 new Speech and Language Therapists working directly with settings
- Support for SENCOs and communication leads
- Help creating communication-friendly learning environments
- Guidance on using appropriate school-based interventions
- Clearer, more consistent referral routes

## 3. Early Identification for Every Child

A shared district-wide approach using:

### WellComm Toolkit

A screening and intervention tool to spot delays early and provide tailored support.

### PEEP Talk

Helping parents build children's language skills at home with practical, everyday activities.

Together, these give Wakefield a consistent, evidence-based early years approach.

### Key Achievements So Far

- Waiting list transformation: all historic cases reviewed and cleared
- New pathway designed with whole-system partnership
- Strong multi-agency support for next steps and rollout

### How Partners and Schools Can Help

- Join the planning process (Autumn Term 2025)
- Nominate Communication Champions
- Support consistent early language screening
- Engage in training and use shared tools



## Risks We're Managing

- **SALT capacity pressures** – addressed through clearer pathways and school support.
- **Digital access issues** – offering balanced printed and online resources.
- **Maintaining funding** – aligning with NHS and Early Years investment streams.

# NEXT STEPS (2025-2026)

### Autumn 2025 – Spring 2026

- Training and preparation for WellComm and PEEP Talk
- Initial communications with schools after October half-term

### Summer 2026

- District-wide rollout
- Communication champions beginning work in schools
- Alignment of referrals and triage processes

### Ongoing

- Termly monitoring and reviews
- Continued CPD and support for schools
- Clear information for families and settings about the new model



# Bradford

Bradford's SEND and Inclusion Partnership has developed a coherent, co-produced Local Inclusion Support Offer (LISO) that aligns Ordinarily Available Provision with the Matrix of Need to create consistent expectations for inclusive practice across all schools. This framework provides a clear pathway from universal to targeted and bespoke support, helping staff make evidence-based decisions and ensuring the Assess-Plan-Do-Review cycle is well-embedded. A district-wide mapping tool further improves accessibility by giving SENCOs and practitioners a single reference point for interventions and support offers.



## a. Ordinarily Available Provision

Defines what every mainstream school should provide without additional funding, including:

- High-quality teaching and universal adaptations
- Inclusive culture and whole-school practice
- Reasonable adjustments
- Child and family voice in planning

## b. Matrix of Need

A tiered structure categorising levels of need across:

- Cognition and learning
- Communication and interaction
- SEMH
- Physical and sensory



Support levels span from Below Age-Related Expectations → SEND Support → EHCP → EHCP+, moving from universal to targeted to bespoke provision.

A district-wide navigation tool helps SENCOs, teachers, and practitioners identify appropriate support, linked directly to both the Ordinarily Available Provision and the Matrix of Need, creating:

- Clear, accessible information
- Consistent expectations across schools
- Stronger evidence-based decision-making



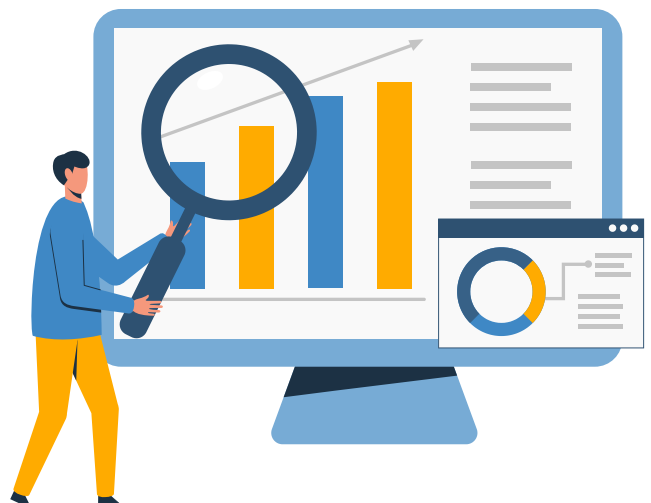
## Data Dashboards

Alongside this, Bradford is strengthening early identification and wrap-around support through the use of real-time SEND, attendance, and exclusion data, enabling timely multi-agency responses and improved consistency in inclusive practice. Children and young people’s voices continue to shape priorities, emphasising belonging, emotional safety, and well-trained, empathetic staff. The Assistive Technology Lending Library, supported by specialist teaching and psychology services, ensures technology is accurately matched to need and embedded effectively within learning. Collectively, these developments represent significant progress toward a more accessible, data-driven, and inclusive SEND system that better meets the needs of pupils across the district.



Bradford is now well-positioned to build on the strong foundations established through its inclusive practice work, the development of the Local Inclusion Support Offer, and the expansion of assistive technology support. By continuing to refine pathways, strengthen data-led decision-making, and embed children and young people’s voices into service design, the district

can further enhance the consistency and quality of provision across all schools. Sustained collaboration across education, health, and care paired with ongoing investment in workforce development, will ensure that support remains responsive, accessible, and aligned with emerging needs. Collectively, these next steps will help enable Bradford to deliver a truly equitable, proactive, and forward-thinking inclusion system that improves outcomes and experiences for children, young people, and families across the district.





# Leeds

Leeds LISO Navigation is provided through:

1.

## **Leeds Local Offer**

Provides information for children and young people with SEND and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care.

2.

## **Leeds for Learning SEND Gateway**

Provides easy access to useful information, including contact details, key calendars, news updates, CPD, important forms, newsletter archives, and links to resources.

3.

## **Child Leeds Learning Centre (Workforce Development)**

Provides information to support a SEND-informed workforce across the directorate.

## **Mainstream Inclusion Leeds**

The IMP guidance is web-based and freely accessible to all schools and settings. It was co-produced with over 200 representatives who brought a diverse range of professional expertise and lived experience. Participants included: schools, colleges, SEND and health teams, parents, carers, and pupils.

The IMP offer guidance on universal (whole-school approaches to inclusion) and targeted provision (tailored approaches and strategies). It is structured around the four broad areas of need identified in the 2015 SEND Code of Practice.

The project is now transitioning from development into a sustained delivery phase.

## Strength Based Assessment

Our needs led neurodiversity project demonstrated significant positive outcomes in understanding and supporting neurodivergent pupils through the use of a neurodiversity profiling tool and a comprehensive training package for school staff. This tool has been further developed following feedback from schools and families to ensure it is child friendly and fits the Leeds context.

With support of CPP funding, we have been able to develop and trial the new version of the tool, so that we can then expand its use across more school settings in Leeds. Schools can also access a free offer of training on both neurodiversity awareness and the development of executive functioning skills.

Video Interaction Guidance (VIG) is a strengths-based intervention that develops attunement within relationships. It has applications in a variety of contexts including work in schools and other educational settings. Video Enhanced Reflective Practice (VERP) is an application of VIG that focusses on the development of professional practice.



To ensure that any offer of VERP support and guidance to schools continues to be effective, members of the Educational Psychology team have taken time to access training and work towards accreditation as VIG practitioners. The team is now further developing and embedding the use of VERP in relation to developing the skills and practice of teaching assistants, particularly in their support of executive functioning skill development. Initial work in this area was previously presented at the VIG/VERP conference: [Leeds VERP poster](#)



# Soundfield Amplification System

As part of the Yorkshire and Humber AP SEND Change Programme, targeted funding has enabled Leeds to pilot new approaches that strengthen inclusive practice in mainstream settings. One example is the introduction of a Soundfield amplification system at Allerton Grange School, a secondary school with a specialist DAHIT resourced provision supporting deaf and hearing-impaired learners. The project aligns closely with the wider work of Leeds’ Deaf and Hearing Impairment Team (DAHIT), which supports schools across the city to create effective listening environments and improve access to learning for all pupils, including those with hearing impairment.

By evenly distributing the teacher’s voice around the classroom, the Soundfield system improves speech clarity, reduces vocal strain for staff, and enhances engagement for pupils - particularly in practical or noisy environments such as Design Technology workshops. The pilot demonstrates how CPP funding is helping Leeds test meaningful, evidence-informed interventions that improve day-to-day classroom experiences for both staff and students.

### Teacher Feedback (DT Department, Allerton Grange School):

“  
*The Soundfield system has been amazing! We have used it so much - especially when the laser cutter has been running or the department is noisy. The students have responded to it really positively; their engagement has been much better because everyone can clearly hear the instructions. I don’t feel like I need to strain my voice or shout to keep their attention.*

”

“  
*My colleague has also been using it frequently and has said the same thing about how positive it has been for his voice, the students, and the learning environment.*

”

“  
*It’s also fantastic that it’s portable, so it can be moved to different rooms if needed. I’m going to trial taking it into the workshop this afternoon - just need to find a safe space for the stand.*

”



# Calderdale

## Mainstream Inclusion Calderdale

Launched in October 2025, Mainstream Inclusion Calderdale (MIC) is a framework and toolkit co-produced with schools, health partners, children, young people and families, that sets out the provision ordinarily expected for children and young people with SEND in mainstream schools within the notional inclusion budget. It strengthens the use of the graduated approach at SEN Support, increases staff confidence in meeting individual needs, improves parental confidence in mainstream provision, and supports more effective use of resources.

The framework is aligned to the SEND Code of Practice, Equality Act and national professional standards. It is structured around nine universal expectation areas, alongside evidence-based guidance for the four broad areas of need. This supports schools and parent carers to understand reasonable adjustments and apply approaches matched to individual needs. An online audit tool enables settings to self-evaluate SEND provision, identify strengths and areas for development, and develop improvement plans.

### Feedback from MIC Launch Event

“

*Really impressed- easy to use tool and will start to benefit from that consistent approach. I like the audit tool as well for settings. - SEND Governor*

”

“

*Informative! Positive! Great to see a product that has been co-produced! Great tool for education staff to improve the outcomes for YP. - Anonymous attendee*

”

### Links:

MIC homepage - [Mainstream Inclusion Calderdale | Calderdale MIC](#)

Launch event - [Mainstream Inclusion Calderdale Launch Event](#)

# ASSISTIVE TECHNOLOGY LENDING LIBRARIES



Select schools across the Yorkshire and Humber Change Programme are working together to make education more inclusive for children and young people with SEND. As part of the national SEND and Alternative Provision Change Programme, **Assistive Technology (AT) Lending Libraries** have been launched, allowing schools to borrow specialist equipment and trial it before committing to purchase.

This initiative helps pupils overcome barriers to learning, boosts confidence, and supports teachers in creating inclusive classrooms. Schools can access tools such as speech-to-text software, sensory aids, communication devices, and adaptive furniture. Training and support are provided to ensure successful implementation.

## Impact So Far

- Schools report improved confidence and engagement
- Pupils benefit from tailored support
- Schools save money by making informed decisions

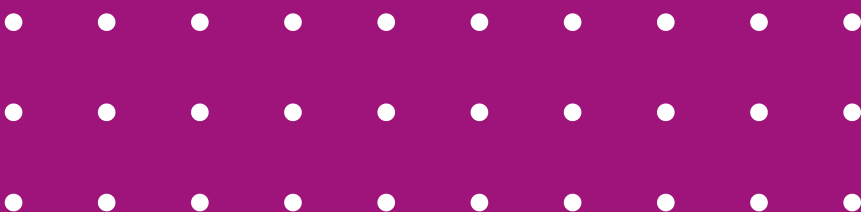
## Looking Ahead

The programme will expand Lending Libraries, share best practice, and embed inclusive approaches across the region.

## Leeds Assistive Technology Lending Library (ATLL)

The Leeds Assistive Technology Lending Library (ATLL) is co-located with an existing assistive technology lending service for complex needs. The service provider registers the equipment and hold the licences. All equipment loaned to mainstream schools, for on-site use, through this scheme costs less than £1,000. This threshold allows a local school decision to purchase equipment after a loan without additional local authority support. The loan duration is a maximum of eight school weeks; all equipment must be returned before the six week summer break. The loan duration allows sufficient time to provide evidence of impact. The ATLL is available to all Leeds schools, including post-16 settings.

We are currently awaiting the delivery of the ten touchscreen mics.



# AV1 ROBOTS



The AV1 Robot Project, being delivered as part of the SEND Change Programme, aims to improve educational access across all CPP areas and inclusion for children and young people who cannot attend school/lessons due to medical needs, mental health challenges, or emotionally based school avoidance (EBSA).

AV1 Robots are transforming access to education by virtually transporting children into the classroom, enabling full participation despite illness or emotional challenges. Many children, in areas across the Yorkshire and Humber Change Programme, miss school/lessons due to these barriers - but the AV1 project is helping to change that.

The AV1 Robot Project is all about making sure children and young people who can't physically attend school/particular lessons - because of illness, recovery from medical treatment, or anxiety - don't miss out on learning or friendships. These small, portable robots act as the child's "eyes, ears, and voice" in the classroom, so they can join lessons, chat with friends, and feel part of school life from home or hospital. They can also be used in schools for when pupils are unable to access the lessons.

By using AV1, pupils can see, hear, and speak in real time, giving them a sense of normality and belonging even when they can't be there in person. This helps reduce isolation, maintain confidence, and keep education on track.

## Aim

What we aim to achieve:

- **Keep learning going:** AV1 robots are being used across Wakefield, Bradford, Leeds, and Calderdale so pupils can take part in lessons and school activities remotely.
- **Reduce absence:** Support children in Alternative Provision (AP) or those at risk of exclusion to stay engaged with education.
- **Stay connected:** Help pupils maintain friendships and social links, which is vital for emotional wellbeing.
- **Ease the return to school:** Use AV1 as a gentle, supportive step towards coming back to the classroom when the time is right.

## Impact

The AV1 Robot Project is making a real difference for children and young people who can't attend school because of health or emotional needs.

Here's what we've seen so far:

- **Over 127 hours of learning** delivered that would have been lost without AV1.
- **Back to learning:** Some pupils who were completely out of education are now joining lessons every day through AV1. For many, this has been the first step back into learning.
- **Staying connected:** AV1 helps children keep in touch with friends and teachers, reducing feelings of isolation and anxiety. They can take part in lessons, group work, and even social activities like lunch or school trips – all from home.
- **Confidence and wellbeing:** Families tell us AV1 has boosted their child's confidence and sense of belonging. Teachers say it helps classmates understand and support their peers.
- **A bridge back to school:** AV1 is being used as a gentle way to help children return to school when they're ready, especially those with anxiety or medical needs.
- **Working together:** Wakefield, Bradford, Leeds, and Calderdale are sharing learning and good practice to make sure more children benefit from this technology.

## Activities

Here's what we've been doing to make AV1 robots a success for children and families:

- **Rolling out AV1:** We have introduced AV1 robots in schools across Wakefield, Bradford, Leeds, and Calderdale. These robots are helping children who can't attend school in person to join lessons and stay connected with their classmates.
- **Training and support for schools and families:** Teachers and school staff are being trained to use AV1 confidently and safely. Families are also being supported so they know how to help their child use the AV1 app from home or hospital.
- **Making AV1 part of everyday school life:** AV1 isn't just for lessons – it is also joining in with group work, social time, and even school trips. This means children can still feel part of the class and keep friendships going.
- **Listening and improving:** We are gathering feedback from pupils, parents, and teachers to understand what's working well and where we can make things even better. This helps us make sure AV1 is used in the best possible way for every child.
- **Planning for the future:** The project is part of the AP SEND Change Programme, so we are sharing learning across all four local authorities to make sure more children benefit from this technology in the future.

## Impact

Families and schools have told us AV1 is a game-changer. Parents say it has helped their child feel included and less isolated, even during long periods away from school. Teachers have noticed that classmates are more understanding and supportive, and pupils love being able to join lessons and chat with friends in real time. One parent described AV1 as “a lifeline” that kept their child connected to learning and friendships when they needed it most.

**Initial feedback** reports that the AV1 pilot is being very well received: *“The feedback we are receiving is very positive. The children are engaging every day with their lessons, whereas previously they struggled with that face-to-face tuition. The robot has supported them to be able to access some education every day.”*

**Safeguarding reassurance:** Schools were initially cautious, but feedback confirms that AV1’s security features (no recording capability) have helped build confidence.

**Impact on inclusion:** Teachers describe AV1 as “almost like having a walkie-talkie but a lot more sophisticated,” making pupils feel present and part of the class.

## Leeds

Leeds is working with settings to use the AV1 robots as part of our response SEMH needs impacting on attendance. The robots are a tool to reconnect students with their classroom learning and their peers. Schools with the highest number of CYP with severe absence have been asked to submit expressions of interest and workshops provided on use and benefits of AV1. AV1 will be incorporated into our EBSNA offer.

## Calderdale

In Calderdale, AV1 has been used for a range of needs, most commonly to support pupils with medical needs, alongside trial use for pupils experiencing poor attendance and anxiety-related absence, helping them remain connected to their school community and begin phased returns to learning.

AV1 enables pupils to participate in lessons without being physically present, using a one-way video stream that removes pressure to be seen, alongside features that support interaction, observation-only participation and a sense of belonging.

Early learning has highlighted the importance of clear implementation planning and sufficient time for schools to embed new approaches alongside existing systems. Insights from usage data and case studies are being used to refine deployment and better target support to maximise impact. Learning from usage data and case studies is informing future deployment and targeting of support.

# Case Studies

## **Kings School AV1 Robots Case Study**

King's School: From quiet corners to confident returns. How King's School uses AV1 to build belonging and reintegrate learners.

Read the full case study here:

[\*\*Kings School AV1 Robot Case Study\*\*](#)

## **St John's School Case Study**

From 3% to 76% attendance: How Wakefield are using AV1s to reconnect pupils with school life.

Read the full case study here:

[\*\*St John's AV1 Robot Case Study\*\*](#)

## **Calderdale AV1 Robots Case Study**

Calderdale have engaged with No Isolation to produce an initial case study around the effective use of the AV1s in one of their high schools.

Read the full case study here:

[\*\*AV1 Robots Calderdale Case Study\*\*](#)



# Training Offers

A range of training and workforce development activity has taken place across the Yorkshire and Humber Change Programme Partnership to strengthen inclusive practice, build practitioner confidence, and expand opportunities for young people to participate in system change.

## Peer Research and Youth Voice Training

Young people across the region have received peer researcher training, enabling them to design research questions, create engagement activities, deliver workshops, and analyse findings. This training supported the delivery of 14 creative workshops involving 82 young people as part of the Change Programme’s youth-led research work.

## Mainstream Inclusion CPD

As part of the Change Programme testing, further CPD activity has taken place to embed inclusive practice in mainstream settings and strengthen earlier intervention.





# Leeds

## Noticing Movement Training

The Noticing Movement Training develops understanding of the importance of movement in children and young people's (CYP) learning and development. The course encourages teaching and learning staff to begin to notice and be curious about CYP movement. After the course, they will have an awareness of what it is like in our settings for CYP with underdeveloped sensorimotor systems. They will also be informed that revisiting early movement patterns strengthens sensorimotor systems and increases CYP access to learning.

# Bradford

## INPP Lead Practitioner Training

This training developed a cohort of Institute of Neuro-Physiological Psychology (INPP) trained practitioners, supporting neuro-developmentally informed approaches within schools. [[youthworkunit.com](http://youthworkunit.com)]

## ELSEC Workforce Training

Early Language Support for Every Child (ELSEC), one of the Change Programme's test-and-learn reforms, includes training that builds mainstream workforce capacity to deliver earlier, targeted support for children below statutory thresholds.

# Wakefield

## Inclusive Schools CPD and Inclusion Offer



Wakefield’s Inclusive Schools CPD and Inclusion Offer is a district-wide programme designed to strengthen inclusive practice across all mainstream schools, ensuring every child and young person can thrive in a supportive, equitable environment.

Built on national findings from the ISOS and NAO reports highlighting the urgent need for stronger inclusion, the programme provides high-quality, fully funded professional development, improved system alignment, and stronger data-driven decision-making across education, health, and inclusion services.

### Our Vision

To build confident, capable schools equipped to meet a broad range of needs, reduce exclusions, improve engagement, and create sustainable, consistent inclusion across Wakefield.

### What the Programme Delivers

- **High-quality CPD** for all phases, including leadership development, SENDCO support, early years training, EPS input, trauma-informed practice, restorative approaches, and sector-specific conferences.

- A **graduated approach** and universal resources that support early identification, intervention, and consistent practice.
- A new **Wakefield Inclusive Leaders Programme** for secondary leaders.
- Stronger **partnership working** with MATs, health services, and the Parent Carer Forum.
- Enhanced **family engagement**, supported by dedicated Family Engagement Workers.
- Increased **specialist capacity**, including Speech and Language Therapy support.
- Improved **data sharing, audits, and quality assurance**, giving schools clearer oversight and shared accountability.

### Impact

The programme is already driving positive change across the district through:

- Increased staff confidence and inclusive practice.
- Earlier identification and more effective support for pupils.
- Reduced exclusions, better wellbeing, improved attendance.
- Stronger relationships with families and clearer system navigation.
- Greater transparency and peer accountability across school clusters.
- A more cohesive, aligned workforce across education, inclusion, and health.

### Next Steps

Ongoing development focuses on:

- Continued CPD, refresher training, coaching, and mentoring.
- Expanded toolkits and practical resources for schools.
- Termly impact reporting using shared inclusion metrics.
- Celebrating progress and supporting school-led peer reviews.
- Strengthening networks and collaborative problem-solving across the system.

## Train the Trainer Programme

Wakefield is working with the Yorkshire and Humber Youth Alliance to deliver a “train the trainer” programme for up to 21 practitioners. This will equip staff to train additional peer researchers across the district, supporting a wider and more sustainable model for capturing youth voice.

## Governor Training

Development of training for governors conducting learning walks, with a focus on checking how SEND provision and reasonable adjustments are being delivered in schools.

## More Training Activities in Wakefield

Training Activity	Focus / Outcomes
Wakefield Inclusive Practice - All Staff Event	Relate to Educate, restorative, trauma-informed, customer service and upskilling.
Universal PSHE/PSD Programme	RSE, early intervention, resilience, wellbeing.
Bite-sized Training with Health Partners	Health and wellbeing, relational practice, physical wellbeing.
Wakefield Inclusive Leaders	Secondary inclusion, exclusions, leadership development.
CPD with Special Heads	Mainstream support strategy, outreach mapping.
CPD with Primary Heads	Inclusion definition, barriers, models, district agreement.
CPD with School Improvements	SEND, inclusion, behaviour management.
Early Language Hubs Development	MAKATON outreach, early language support.
Wakefield Inclusive Practice Conference	System-wide inclusion.
Early Years Conference	Early intervention, SEND mainstreaming.
Children with a Social Worker Conference	Relate to Educate, mainstream inclusion.
Sensory OT Training (Primary)	Sensory integration, regulation, toolkit.
Sensory OT Consultation Days	Sensory integration consultations.
Peer Research - Train the Trainer	Youth voice training.
Proposed SEND Reforms Training	Legal duties, emerging expectations.
Graduated Approach Launch	Assess-Plan-Do-Review cycle.
Trauma Training	Delivered to local schools in the pilot area.



# Alternative Provision





# Alternative Provision Overview

## AP Bradford

Bradford has undertaken significant reforms to strengthen its Alternative Provision (AP) system, placing a clear emphasis on prevention, early intervention, and improved statutory compliance with Section 19 of the Education Act 1996. The SEND and Inclusion Partnership has now embedded a coherent Three-Tier AP Model that aligns universal, targeted, and specialist support to reduce exclusions and escalate help in a structured, graduated, and consistent way.


### The Three-Tier AP Model

- **Tier 1:** Preventative, in-school, multi-agency support delivered through the Bradford Preventative and Inclusion Taskforce (BPIT) and other early intervention teams.
- **Tier 2:** Short-term step-out placements (typically 6–12 weeks) offering more targeted intervention for pupils whose needs cannot be met through Tier 1 alone.
- **Tier 3:** Statutory long-term placements for permanently excluded pupils or those unable to attend mainstream school due to illness or complex needs.

### Bradford Preventative and Inclusion Taskforce (BPIT)

BPIT brings together a wide range of multi-disciplinary expertise, including:

- Mental health practitioners
- Speech and language therapists
- Youth justice professionals
- Youth workers
- Family support staff
- Post-16 transition coaches



This integrated team enables earlier identification of need and timely intervention, supporting schools to address issues before they escalate towards exclusion. BPIT support is accessible across all tiers of the model but is particularly influential within Tier 1 (in-reach) early intervention and Tier 2 (step-out) targeted support.

### **Establishing a New Local Authority AP Service**

To strengthen coordination and ensure clarity of accountability, work is underway to establish a new LA Alternative Provision Service. This service will provide oversight and strategic alignment across:

- Education Otherwise Than at School (EOTAS)
- Tier 1 and Tier 2 coordination
- Exclusions and Tier 3 statutory placements
- Quality assurance of both regulated and unregulated AP
- Illness/medical provision delivered under Section 19

This enhanced service model is designed to bring coherence, consistency, and stronger oversight across the whole AP and inclusion system.

Overall, the progress made across Bradford's AP and inclusion landscape demonstrates a more strategic, coherent, and forward-looking approach to meeting need earlier and reducing escalation, underpinned by targeted investment, deeper multi-agency integration, and the redesign of key support pathways fundamentally strengthening how needs are understood and addressed ahead of exclusion or formal assessment.

Looking ahead, Bradford is actively applying lessons learned to strengthen leadership, improve quality assurance, simplify pathways, enhance early help and SEND identification, and ensure that support offers are clearly understood and accessed at the right time. Taken together, these developments position the district to deliver a more coherent, strategic, and needs-led AP system that fulfils statutory duties and drives improved outcomes for children and young people.



## AP Calderdale

In October 2024, more than 60 people from Calderdale's SEND and Alternative Provision (AP) partnership came together to agree a shared ambition for AP across the borough. The session, led by IMPOWER, helped set the foundations for a new three-tier model of support.

The session was driven by a strong belief in equality, inclusion, and giving every child the chance to succeed. Partners looked at how working together across schools, health, social care and other services could improve outcomes. The focus was on using strengths, finding new opportunities, and making practical improvements that everyone could contribute to.

By 2026, the three-tier model is fully in place across the secondary phase. Schools now have clear, consistent support routes that help them intervene earlier and keep children engaged. The primary phase has also adopted ideas from the original workshop and is using new, flexible approaches to meet needs sooner.

This work has already made a real difference:

- Suspensions and permanent exclusions have reduced, helped by earlier support and shared responsibility.
- More children are successfully returning to mainstream, with reintegration now a key focus.
- Partnership working has strengthened, with better communication and joint problem-solving across the system.

Calderdale's SEND and AP partnership has not only introduced a new model – it has created a shared way of working that improves outcomes, reduces inequalities, and helps every child to feel included and supported.

## AP Leads

Leeds has implemented the Three-Tier Model. Almost every school in Leeds belongs to an Area Inclusion Partnership (AIP). AIPs have outreach workers support the staff in mainstream schools. Where a child or young person is struggling with their learning due to social, emotional and mental health (SEMH) needs, outreach workers may work with the child or young person, their family, and the school.

Many AIPs have also developed local inclusion bases, which is a place where learning can be offered, often on a temporary basis, outside the mainstream school setting. These bases are always led by a mainstream school and the provision is usually based at, or close to, that school.

We continue to progress via our AP workstreams, developing a workforce development offer, a quality assurance framework and reviewing our arrangements for the area inclusion partnerships.





# AP Wakefield

## Overview

Wakefield's Alternative Provision (AP) Model provides a clear, consistent pathway of support for children and young people who require additional help to stay engaged in education. The model is built on a robust three-tier structure, strengthened by the Alternative Provision Specialist Taskforce (APST) and the Multi-Agency Panel (MAPS). These elements ensure children receive timely, coordinated and effective support, with a strong focus on early intervention, reintegration and positive family engagement.

## The Three-Tier AP Structure

### Tier 1 - Universal and Targeted Support in Mainstream

Wakefield's early intervention offer includes advisory teachers and Transition Support, the Educational Psychology Service, including Educational Improvement Teachers and Education Therapy Team Practitioners, and a well-established AP Panel. Tier 1 focuses on identifying emerging concerns quickly and providing timely, school-based help to prevent escalation.

### Tier 2 - Time-Limited Step-Out Placements (6-12 Weeks)

Pupils at risk of exclusion can access short-term, dual-registered placements with a clear reintegration plan from day one. These placements act as interventions, not destinations, and help stabilise attendance, behaviour and wellbeing before returning to mainstream school. Wakefield has strong outcomes in this tier, with the majority of pupils successfully returning to mainstream settings.

### Tier 3 - Day 6 Permanent Exclusion Provision

Wakefield provides high-quality AP from the sixth day following a permanent exclusion. Provision is structured, supportive and focused on re-establishing routine, confidence and readiness for reintegration where appropriate.




## Alternative Provision Specialist Taskforce (APST)

The APST offers intensive, relationship-based support across AP and mainstream settings. The team works with pupils, families and schools to address barriers to learning and ensure coordinated, wrap-around support.

### The APST team includes:

- AP Officers
- Education Welfare Mentor
- Youth Engagement Worker
- Speech and Language support
- Safer Schools Police Officer
- Additional multi-agency specialists
- APST staff spend over 80% of their time in AP and mainstream schools, providing timely and consistent support.

Tier 1 – Mainstream and targeted support	Tier 2 – Time Limited Step-outs. AP as an intervention not a destination.	Tier 3 – ‘Day 6’ PEx places
<p>Local Offer: WISENDSS Advisory Teachers Educational Psychology Service Team Around the School...</p> <p><b>AP Panel:</b> Educational Improvement Teachers, Education Therapy Team</p>	<p><b>AP Panel:</b> 12-week AP placements, dual registered with mainstream school. Reintegration plan to return to mainstream</p>	<p>Statutory duty to provide places from day 6 of a permanent exclusion</p>



## Multi-Agency Panel (MAPS)

MAPS ensures timely, joined-up decisions for complex cases, AP placements and reintegration planning. It strengthens coordination between education, health and social care and ensures pupils receive the right support quickly.

## Impact at a Glance

### For Children and Young People

- Improved attendance, engagement and wellbeing
- Faster, better-supported reintegration
- Increased confidence, stability and readiness to learn

### For Families

- Families feel more supported, informed and involved
- Clearer plans and improved communication from professionals
- Trusted relationships developed with APST staff

### For the System

- APST workforce expanded with additional specialist roles
- Over 1,000 practitioners have accessed inclusion CPD



- Innovative tools such as AV1 robots support continuity and reintegration

### Why the Model Works

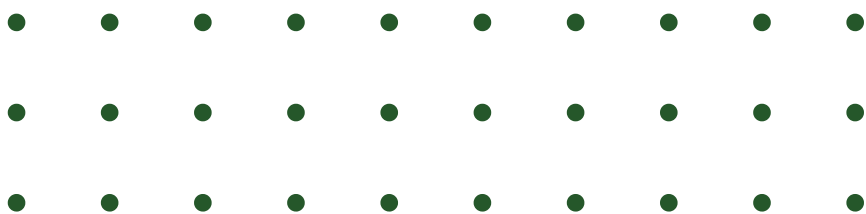
- AP is used as an intervention rather than a long-term destination
- Local authority leadership ensures consistency and alignment across AP providers
- Co-located specialist staff provide responsive, high-quality support
- MAPS ensures strong governance and timely decision-making
- Reintegration is prioritised from the beginning of every placement
- Parent and pupil voice shapes design, delivery and improvement



## Future Direction

Wakefield plans to sustain and strengthen its AP offer by:

- Expanding APST practitioner capacity
- Increasing preventative support earlier in the system
- Further improving reintegration pathways
- Deepening multi-agency working through MAPS
- Embedding learning from the Change Programme into long-term planning and commissioning



## Case Studies

### Bradford Alternative Provision Three-Tier Model

Bradford has co-developed a Three-Tier Alternative Provision Model, including an extended staffing taskforce, aiming to consistently deliver statutory sixth day provision, reduce permanent exclusions, and increase the volume and speed of the return of permanently excluded students to mainstream schools or transfer to specialist provision.

[bradford-3-tier-ap-model-002.docx](#)

### Wakefield AP Specialist Taskforce (APST)

The Wakefield AP Specialist Taskforce (APST) provides coordinated, multi-disciplinary support for children and young people accessing Alternative Provision (AP) across Wakefield. The team works intensively with pupils, families, AP providers, and mainstream schools to stabilise placements, improve engagement and attendance, and support positive transitions back into mainstream education wherever possible. This ensures that the right support is provided at the right place and right time for our vulnerable children and young people.

[apst-project-case-study-050326.pdf](#)





# Partners and Collaborative Working





# Reaching Excellence and Ambition for All Children (REACH)

## Building Better Outcomes Together: The Role of REACH in the Change Programme

The Reaching Excellence and Ambition for all Children (REACH) Consortium was formed to act as the Department for Education's delivery partner for the national Change Programme. REACH brings together expertise from PA Consulting, IMPOWER, the Council for Disabled Children, and Olive Academies. These organisations work together to create a collaborative partnership designed to help local areas test innovative approaches, strengthen inclusion, and build systems that meet needs earlier and more effectively. Their work with local areas recognises that improving outcomes for children and young people requires meaningful and sustained partnerships across education, health, social care, parent carers, and local communities.

## A Test and Learn Approach That Makes a Difference

The Change Programme involves **32 local areas**, each taking part in a 'test and learn' approach in regional Change Programme Partnerships (CPPs). REACH supports these areas to explore, test, refine, and embed new ways of working.

Through this approach, REACH helps local areas:

- Develop **Local Inclusion Support Offers (LISOs)** that create clearer arrangements for mainstream settings to access support from a range of sources.
- Strengthen **Alternative Provision pathways** through the 3-tier AP model, enabling earlier intervention, better quality provision and more successful reintegration.
- Link up with the **Alternative Provision Specialist Taskforces (APSTs)**, and the **Programme for Inclusion of Neurodiversity in Schools (PINS)** which are demonstrating impact through improved multi-disciplinary team working.



- Expand **Early Language Support for Every Child (ELSEC)** pathfinders, enabling earlier identification and support for speech, language and communication needs.
- Test models for **Assistive Technology Lending Libraries**, allowing schools to work with children, young people and their families to test solutions before investing.



## Building the Foundations for a More Inclusive SEND System

The government published the Schools White Paper in February 2026. The direction of travel set out in the White Paper strongly reflects the work Change Programme areas have been developing with REACH: strengthening universal and targeted support, supporting mainstream inclusion, and embedding expert support earlier.

The reforms highlight:

- New statutory expectations
- Creation of Inclusion Bases
- Introduction of Individual Support Plans
- National Inclusion Standards
- A strengthened network of professionals such as educational psychologists, speech and language therapists and specialist outreach teachers supporting schools directly.

The role of REACH has been to help areas test these models early, create valuable learning, and build the partnerships required to make inclusion sustainable and meaningful.

## Promoting and Hearing the Voices of Children and Young People

Building the voices of children and young people into their work is an area of focus that the Yorkshire and Humber change programme local areas have excelled in. Using the Change Programme to build on existing good work they have brought together young people from across the four CP areas and beyond. The young people were supported to contribute to the work from the start with training and mentoring provided to them as they developed their skills and roles working as Peer Researchers to bring in the voices of young people who would not normally be heard. They have produced an excellent [animation and report](#) and the Yorkshire and Humber SEND Youth Alliance continue to meet regularly to give views on what is important to them, the Change Programme and related work.

## Looking Ahead: A Legacy of Learning and Collaboration

As the role of REACH as national delivery partner winds down in March 2026, their priority is capturing and sharing the wealth of learning generated across local areas. This includes examples of innovative practice, partnership development, and system-level change all of which can support other areas embarking on their change journeys.



REACH leaves behind information on:

- A collective understanding of what it takes to build inclusive systems
  - Practical models that can be scaled and adapted
- A framework for sustained partnership working
  - A national evidence base built from real local practice

Above all, REACH working with the 32 local areas, has shown that when we work together, we can create a more inclusive and ambitious future for all children, young people and their families.



# Integrated Care Board (ICB)

## *Bringing Health and Education Together: A Joined-Up Approach for SEND Support*

### How Wakefield ICB Is Making a Real Difference for Children and Young People

Across the West Yorkshire Health and Care Partnership, we share a clear ambition to ensure that children and young people with SEND, together with their families receive compassionate, equitable, timely and high-quality care. This commitment is rooted in national and local priorities, including within the NHS Long Term Plan and the statutory duties of Integrated Care Boards to reduce health inequalities. We recognise the strength of partnership working, which has enabled translation of national policy into meaningful local action. This has meant that children, young people and their family's needs are being identified early and met effectively through true collaboration with health, local authority and education partners.

### What is an ICB?

An Integrated Care Board is part of the NHS in England. Its role is to plan and fund health services for local communities, working closely with councils and other partners.

ICBs bring health, social care, and education together so services are joined up and meet people's needs. For children and young people with SEND, this means:

- Coordinating health services like therapies and mental health support with education plans
- Commissioning services jointly with local authorities to avoid gaps or delays
- Supporting inclusive education and alternative provision with specialist health input

In short, the ICB helps ensure children get the right support at the right time.

## Wakefield ICB's Role in Yorkshire and Humber CPP

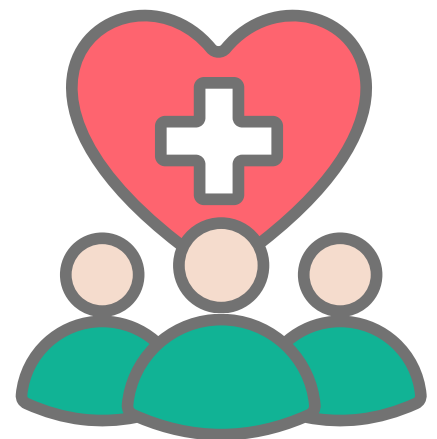
Wakefield District ICB is part of the Yorkshire and Humber Change Programme, working with local authorities and schools to align health and education for children and young people with SEND. This joint approach focuses on early intervention and integrated commissioning to improve outcomes.

## West Yorkshire ICB Partnership

Across the West Yorkshire Health and Care Partnership, we share a clear ambition to ensure that children and young people with SEND, together with their families receive compassionate, equitable, timely and high-quality care. This commitment is rooted in national and local priorities, including within the NHS Long Term Plan and the statutory duties of Integrated Care Boards to reduce health inequalities. We recognise the strength of partnership working, which has enabled translation of national policy into meaningful local action. This has meant that children, young people and their family's needs are being identified early and met effectively through true collaboration with health, local authority and education partners.

## How We're Making It Happen

- **Joint commissioning of SEND** health services with Wakefield Council
- **Collaborative planning** between education and health teams for complex cases
- **School-based mental health support** through Mental Health Support Teams (MHST)



## Key Priorities and Innovations

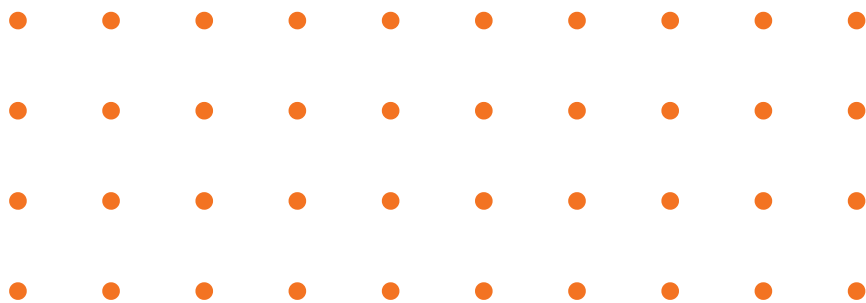
- **Integrated commissioning for SEND:** Streamlined funding and service pathways for therapies and mental health support.
- **Health contributions to inclusive education and alternative provision:**
  - CAMHS single point of access for quicker assessments
  - Healthy Young People's Clinics run by school nurses in secondary schools.
- **Digital innovation:** Lumi Nova – a CBT-based therapeutic game for children aged 7-12 to help manage worries and build resilience (700+ sign-ups!).



## Impact So Far

- Reduced waiting times for speech and language therapy through early screening in paediatric-led clinics
- Improved access to mental health support via MHST and Lumi Nova
- Stronger joint planning for children with complex needs, ensuring continuity of care and education

***Together, we are building a system where health and education work side by side – giving every child the best chance to thrive.***





# Young People's Involvement

## How is the Youth Work Unit Involved?

The Youth Work Unit is helping make sure young people's voices are heard in the SEND Change Programme. They work with local groups to:

- **Listen to young people** – finding out what matters most to them about education and support
- **Share ideas and experiences** – through surveys, workshops, and creative projects
- **Create helpful resources** – like easy-to-read guides about education rights, designed by young people for young people

Their role is to make sure changes aren't just planned by adults but shaped by the children and young people who use these services every day.

## Recent Youth Engagement Activity

Since January, the Yorkshire and Humber SEND Youth Alliance has continued to meet monthly, providing safe and accessible youth-led spaces for SEND young people to share their experiences and shape ongoing work linked to the Change Programme.

Alongside this, we have been visiting local SEND groups to widen participation and strengthen regional SEND youth voice. Visits have taken place with SEND groups in York, Leeds SEND Forum, and through ongoing engagement with young people in Huddersfield to share the CYP Change Programme report, discuss the regional work, and support young people to understand how they can get involved in the regional SEND collective.



Young people have also been supported to participate in wider system conversations. In February, SEND young people attended and presented at a Bradford Inclusion Event where they shared findings from the co-produced report directly with professionals and decision makers. They presented lived experience as evidence for change and were supported to participate as equal contributors rather than observers.

The youth-created Change Programme animation has also continued to be used in sessions to help explain the programme in a clear and accessible way, which has helped increase young people's confidence to engage in discussions about education reform.

Young people are also currently working with an artist to develop a creative version of the Change Programme report. The aim of this work is to make the findings more accessible and engaging for young people, ensuring the report can be shared in a format that reflects young people's voices and experiences.

## Key Messages from Young People

Across engagement sessions, young people have consistently raised several key themes including:



- Inconsistent support across education settings



- Limited understanding of SEND needs and neurodiversity



- A lack of awareness among young people about their education rights and EHCP processes



- Experiences of bullying, discrimination and exclusion from education



- Anxiety around transitions and preparation for adulthood

Alongside these challenges, young people also highlighted what helps them thrive in education, including flexible and respectful learning environments, trusted adults who listen and adapt support, and smaller or specialist settings where they feel safe and understood.

## Feedback and Suggestions From Young People

Young people have shared a number of suggestions for how the education system could better support SEND learners. These include:



- Providing clearer and more accessible information about education rights and EHCP processes



- Improving understanding of SEND and neurodiversity across schools, colleges and services through better training for staff



- Creating more inclusive and flexible learning environments that adapt to individual needs



- Ensuring young people are meaningfully involved in decisions that affect them, rather than being consulted after decisions are already made



- Strengthening support during key transitions, particularly moving from school to college or adulthood



- Challenging ableist assumptions and raising expectations around what SEND young people can achieve

## Young People's Reflections on Being Peer Researchers

Young people involved in the Change Programme as peer researchers have also reflected positively on their involvement and the opportunity to influence change:

- “Being a peer researcher made me feel like our experiences actually mattered. We weren’t just being asked questions – we were helping shape the conversations about how education should change for SEND young people.”
- “It was the first time I felt like somebody was really listening to us. We were able to share what education is actually like for SEND students and what needs to improve.”
- “Talking to other young people helped me realise a lot of us have similar experiences. Being part of the research made me feel more confident to speak up and advocate for change.”
- “Young people can be part of the solution. We have ideas and experiences that professionals need to hear.”



## Follow-Up Actions and Developments Since the Report

Since the report was published, partners across the region have begun responding to the recommendations. Early developments include:



- Updates to Local Offer websites to include youth-friendly Change Programme content



- SEND youth representation being embedded within strategic boards and workstreams



- Planning for SEND Youth Summits and SEND Takeover Days



- Development of education rights resources for SEND young people



- Workforce training focused on neurodiversity, inclusion and reasonable adjustments



- Strengthening preparation for adulthood pathways informed by SEND youth voice

## Additional Developments and Next Steps

Members of the Yorkshire and Humber SEND Youth Alliance also attended a national event hosted by the Fair Education Alliance in London. This provided an opportunity for SEND young people to represent the experiences of young people in the region, share key messages from the Change Programme report and contribute to wider national conversations about educational inequality and reform.

We are also supporting youth workers across the region to help SEND young people engage in the national consultation following the SEND and Alternative Provision Improvement Plan and the proposed changes outlined in the SEND and AP reforms. This includes sharing accessible resources and supporting youth workers to facilitate conversations so that SEND young people can contribute their views and experiences to the consultation process.

The SEND Youth Alliance is also beginning work with SEND rights organisations to help develop accessible education rights resources for young people, parents and carers, and will continue regional visits and engagement activity to ensure more SEND young people are able to get involved in shaping the Change Programme.



## Yorkshire and Humber SEND Youth Alliance Report and Animation

The YSEND Alliance joined the Change Programme through its members in the West Yorkshire Youth Collective, who co-planned and facilitated a youth event in Wakefield. In response to low attendance, YSEND was commissioned to conduct peer research with young people aged 11–19 to explore their educational experiences and improvements to SEND support. Members trained in peer research, designed questions, developed creative methods, and delivered 14 workshops, analyzing results to co-produce this report.

In total, 82 young people from the five West Yorkshire areas participated in workshops held in schools, colleges, alternative provisions, and youth groups. Access was challenging, requiring outreach to 80 organizations. YSEND also engaged SEND young people and parents at the Leeds SEND Next Choices event and represented youth voices at Change Programme learning events, sharing insights from their own experiences and those of the young people they support.

Read the full report here: [CYP CPP Report](#)

The below Change Programme film was also created with the Yorkshire Send Alliance:

[Watch the CHANGE PROGRAMME animation for young people](#)



# Parent and Carer Forum Involvement

## Regional Overview of Work

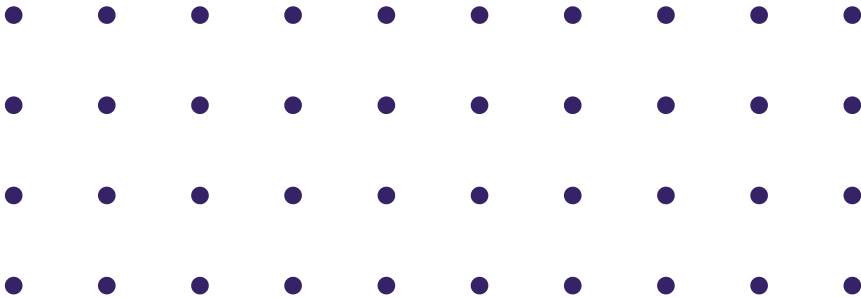
The Yorkshire and Humber (Y and H) Regional Parent Carer Forum represents 14 local Parent Carer Forums (PCFs) across the region and works collectively to ensure lived experience informs local, regional, and national SEND reform.

Over the past two years, Y and H PCFs have actively engaged in the AP SEND and Change Programme, 4 directly and 10 indirectly, ensuring parent carer voice is embedded within system redesign conversations aligned to the government’s SEND and Alternative Provision Improvement Plan.

Regional activity has included:

- Coordinated attendance at local AP and SEND reform working groups
- Sharing intelligence across forums to identify emerging themes
- Facilitating structured engagement sessions with families to gather feedback and priorities
- Supporting local PCFs to contribute to co-production activity within their local authorities and multi-agency partnerships
- Escalating regional themes to NNPCF and national programme discussions

This work supports the reform ambition of creating a more inclusive, transparent, and accountable SEND system.





## Overview of the Parent Carer Forum and its Purpose

Parent Carer Forums are independent, parent-led organisations that bring together families of children and young people aged 0–25 with SEND.

At regional level, Y and H PCF:

- Strengthens collaboration between 14 local forums
- Identifies common themes across local areas
- Amplifies lived experience into national reform conversations
- Promotes co-production as the foundation of effective system change

PCFs operate in line with SEND reform principles, ensuring:

- Families are equal partners in decision-making
- Children and young people's outcomes remain central
- Accountability and transparency are strengthened
- Inclusion is the starting point, not an afterthought

## Involvement in the SEND and AP Change Programme

Across Yorkshire and Humber, four PCFs in their local areas have been involved in:

- AP strategy and redesign discussions
- Working groups reviewing pathways
- Co-production workshops shaping inclusion strategies
- Conversations around early identification and graduated response
- Reviewing communications and accessibility of reform materials

The Y and H Regional Director has attended core group meetings and contributed to developments, sharing what was permissible with the PCFs not directly involved in the CPP.

Other Regional PCFs who are not included in the CPP have supported reform priorities that are mirrored through regional family priorities, including:

- Promoting inclusive mainstream practice (PINS)
- Strengthening relational and trauma-informed approaches (PINS)
- Improving transitions between mainstream, AP, and post-16 settings
- Ensuring Preparation for Adulthood is embedded within AP pathways
- Providing lived experience of EBSA (Emotionally based school avoidance)
- Quality of EHCP's
- Parent carer wellbeing

Engagement has varied across local areas. While some authorities have demonstrated strong co-production aligned to reform expectations, others are continuing to develop more consistent partnership approaches.

Y and H PCF continues to advocate for reform implementation that reflects the full spirit of co-production set out in national guidance.

## Impact and Positive Contributions

Through coordinated regional engagement, Y and H PCF believes it has contributed to:

- Stronger recognition of parent carer voice within SEND planning
- Increased emphasis on inclusive practice
- Greater scrutiny of thresholds and decision-making processes
- Improved communication with families during reform transitions
- Highlighting lived experience of neurodivergent children and YP in mainstream settings

Regional intelligence sharing has enabled forums to:

- Reduce duplication of effort
- Share effective practice
- Identify inconsistencies across local implementation
- Escalate systemic concerns through NNPCF channels

Most importantly, families in some areas report increased visibility within discussions and a stronger sense that their experiences are influencing change.

## Alignment with Current SEND Reform Priorities

Y and H PCF activity aligns closely with the national SEND Reform Plans and ambitions, including:

### Inclusion

Promoting inclusive mainstream education and reducing unnecessary placements in alternative provision, thereby reducing impact on the young person and their family.

### Early Intervention

Advocating for early support through response-to-need models to prevent escalation and to be focused on outcomes and person-centred practice



### Clearer Accountability

Calling for transparent decision-making processes and clear communication with families.



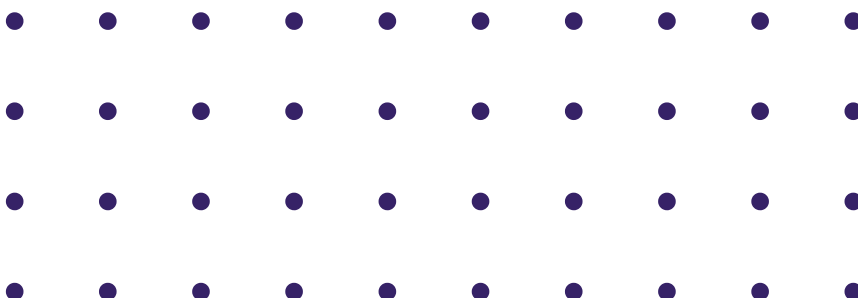
### Preparation for Adulthood

Ensuring pathways do not narrow long-term outcomes and instead support education, employment, independence, and community inclusion.



### Co-production as Standard Practice

Moving beyond consultation to genuine shared design, delivery, and review of services.





## Future Priorities and Key Messages

Looking ahead, Y and H PCF would like to see:

- Consistent regional implementation of co-production principles
- Clear evidence of how parent feedback influences SEND redesign
- Stronger alignment between SEND reform and local inclusion strategies
- Investment in preventative services to promote better outcomes for CYP
- Ongoing monitoring of outcomes for children and young people through evidenced voice and experience
- Assurance that neurodivergent children are not disproportionately excluded from mainstream settings

## Key Message

System reform will only achieve sustainable impact if families are recognised as equal partners in designing inclusive systems. Meaningful co-production strengthens accountability, improves outcomes, and builds trust during periods of change.

## Regional Quote

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“

*Real reform is not about structural change alone – it is about culture change. When families are trusted partners, inclusion becomes achievable, and outcomes improve for children and young people.*

”

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## Examples of Parent Carer Involvement in The Change Programme

### Wakefield

#### WPCF School Coffee and Chat

The Wakefield Parent Carer Forum School (WPCF) Coffee and Chat Project was developed to strengthen relationships between schools and SEND parent carers by offering regular, supportive, and accessible sessions within school settings. The project was launched with a dedicated team consisting of a parent coordinator and several parent carer representatives - all SEND parent carers themselves - who received training and shadowing opportunities before delivering sessions independently.

The project has demonstrated clear value for both parents and schools. Parents gained confidence, knowledge, and a supportive peer network, while schools benefited from strengthened relationships, reduced pressure on SENCO time, and improved understanding of the barriers families face. Schools and families alike viewed the project as an inclusive, visible symbol of support within the school environment.

[case-study-wcpf.pdf](#)



# Calderdale

## SEND Navigator

As part of Calderdale's SEND Change Programme, funding was used to pilot a SEND Navigator role delivered by the local parent carer organisation Unique Ways. The role was designed to support families who were struggling to navigate SEND processes, particularly Education, Health and Care Plans (EHCPs), and who felt overwhelmed by the complexity of the system. Across emails, survey responses and course feedback, parent carer members consistently highlight the exceptional value of the SEND Navigator service and the SEND training course.

A recurring theme is how much families rely on the expertise, reassurance and practical support offered, particularly around the EHCP application process, drafting stages, and navigating communication with local authorities. Many parents described feeling overwhelmed, unsure where to start, or stuck for months, but reported that with the navigator's help, they were able to progress quickly, secure funding, and ensure their child received the support they needed. The SEND education course is praised for being clear, supportive and jargon free, giving parents the knowledge and confidence required to begin or complete an EHCP. Parents also valued connecting with others in similar situations.

### Feedback from Parent Carers:

\_\_\_\_\_ “ \_\_\_\_\_  
*You've been an amazing support and it's so relieving to have someone on our side that gets it.*

\_\_\_\_\_ ” \_\_\_\_\_

\_\_\_\_\_ “ \_\_\_\_\_  
*The SEND Navigator Service has been invaluable.*

\_\_\_\_\_ ” \_\_\_\_\_



# **Change Programme and NHS England Funded Programmes**



# PARTNERSHIPS FOR INCLUSION OF NEURODIVERSITY IN SCHOOLS (PINS)



## Helping Every Child Shine: Neurodiversity in Schools

Every child deserves the chance to thrive at school, and for families of neurodivergent children, that journey can sometimes feel overwhelming. That's why the Partnerships for Inclusion of Neurodiversity in Schools (PINS) programme was launched. PINS is all about creating schools where differences are understood, supported, and celebrated.

[View the PINS Year 2 Report here.](#)

### Partnerships for Inclusion of Neurodiversity in Schools (PINS)

The Partnerships for Inclusion of Neurodiversity in Schools (PINS) programme is a whole-school approach designed to strengthen how mainstream primary settings understand, identify, and support neurodivergent children. It brings together education, health, and families to ensure early, coordinated, and inclusive support.

### Why Does This Matter for Families?

- **Better understanding:** Teachers gain deeper knowledge of neurodiversity and effective strategies to support children.
- **Joined-up support:** Health and education professionals collaborate, reducing the need for families to navigate separate systems.
- **Practical help:** Schools receive tailored advice and resources to meet individual needs.

## WHAT'S HAPPENING IN WAKEFIELD AND CALDERDALE AROUND PINS:



### PROGRAMME DELIVERY

PINS is being implemented through 40 Integrated Care Boards (ICBs) across England, supporting over 1,600 schools. Wakefield and Calderdale fall under West Yorkshire ICB, meaning schools in these areas are part of the initiative.

Schools involved in PINS receive:

- Up to 3.75 hours of bespoke support
- Parent carer engagement sessions to help families understand and contribute to the process
- A whole-school framework for neurodiversity inclusion

**SUPPORT  
OFFERED**



**FOCUS AREAS**



The programme aims to:

- Improve identification and support for neurodivergent pupils
- Strengthen collaboration between schools, NHS teams, and local authorities
- Provide practical strategies for inclusion and wellbeing

Wakefield and Calderdale benefit from strong education-health partnerships and a structured approach to inclusion that reflects local needs.

**LOCAL  
STRENGTHS**



**CHALLENGES**



- Tight implementation timescales
- Capacity pressures in schools and health services
- Integrating new practices with existing systems

## What This Means for Parents

**If your child's school is part of PINS, you can expect:**

- Greater understanding of neurodiversity among staff
- Coordinated support between health and education
- Opportunities to attend parent engagement sessions

If your school isn't yet involved, expansion plans aim to reach 1,200 more schools from 2025, so more local schools may join soon.

# CALDERDALE PINS

Partnerships for Inclusion of Neurodiversity in Schools (PINS) is a whole-school programme supporting mainstream primary schools to better understand and meet the needs of neurodivergent children. In Calderdale, the first phase of PINS was delivered across 13 primary schools and demonstrated positive impact, including increased staff confidence and more inclusive practice for neurodiverse pupils in our settings.

The second phase of the programme (PINS2) builds on the success and learning from PINS1 by reaching a wider cohort of children across a greater number of mainstream primary schools, with a focus on early support and intervention in mainstream settings and embedding the practice developed through PINS1.

Delivery includes structured training, reflective supervision, workshops and parent engagement activity. Learning from participating schools is being captured, supporting continuous improvement and the spread of effective inclusive approaches.

Early reflections indicate greater confidence in schools in supporting neurodivergent pupils, alongside an increased appetite among staff to implement needs-led strategies without reliance on diagnosis.

“

*Staff were saying it was one of the best pieces of training they had ever been to and they were really looking forward to the next one. – School SENCO on PINS training*

”



# WAKEFIELD PINS

## A Whole-System Approach to Neurodiversity

PINS works across schools, families, and local partners to build a shared understanding of neurodiversity and what inclusive practice looks like in everyday classrooms. The programme supports schools to respond to individual needs through practical strategies, coaching, and reflective professional development.

### Strengthening School Practice

Across both phases of delivery, schools have benefited from:

- Coaching and modelling to adapt routines, environments, and teaching approaches
- Strategic guidance to strengthen whole-school SEND systems
- Tools and resources that support consistent practice across settings

These approaches have helped schools respond more effectively to sensory, emotional, developmental, and communication needs.

### Early Identification and Early Intervention

A core aim of PINS is ensuring children receive the right support as soon as needs begin to appear. The programme strengthens early intervention by:

- Improving staff confidence in recognising early signs
- Embedding strong graduated responses
- Ensuring earlier access to advice and targeted strategies
- Reducing reliance on diagnosis before support is offered

This contributes to more stable engagement, emotional regulation, and learning outcomes for pupils.

## Working in Partnership with Families

PINS places high importance on genuine collaboration with parent carers. Families have been supported through:

- Joint school–parent sessions and informal coffee mornings
- Opportunities to discuss concerns directly with SEND professionals
- Family Hub workshops focusing on routines, behaviour, sleep, regulation, and home environments
- These approaches have strengthened trust, improved communication, and ensured families feel informed, empowered, and supported.

## Shared Tools and Consistent Language

A significant achievement of the programme has been the development of consistent, evidence-informed resources used across home and school. This includes a comprehensive Sensory Toolkit, developed with specialist Occupational Therapy input, which provides:

- A shared language for discussing sensory needs
- Guidance on identifying personal sensory profiles
- Strategies for embedding sensory-supportive practice

This has increased knowledge, confidence, and consistency across the whole system.

## Celebrating Progress and Shared Learning

Celebration and learning events have brought together families, educators, and professionals to share progress, reflect on practice, and hear from lived-experience speakers. These events reinforce a shared commitment to inclusion and recognise the progress made across the district.

### Creating a Culture of Inclusive, Neuroaffirming Practice

PINS has contributed to a wider cultural shift by:

- Increasing staff knowledge, confidence, and capability
- Promoting relational, nurturing, and neuroaffirming approaches
- Embedding needs-led decision-making
- Strengthening cross-agency partnerships
- Increasing consistency of inclusive practice across settings

Schools report improved everyday practice, better understanding of need, and greater confidence in meeting diverse learner profiles.

### Overall Impact

Across both phases, PINS has:

- Expanded engagement across mainstream schools
- Strengthened early identification and early intervention
- Increased staff confidence and skill
- Built strong home-school partnerships
- Provided high-quality tools such as the Sensory Toolkit
- Improved understanding of neurodiversity across the system
- Supported consistent and sustainable inclusive practice

Together, the programme is helping to build a more confident, coordinated, and inclusive system where neurodiversity is understood, celebrated, and supported.

# EARLY LANGUAGE SUPPORT FOR EVERY CHILD (ELSEC)



**National ELSEC Report:** *Early language support for every child: interim evaluation report*  
- [GOV.UK](http://GOV.UK)

## What is ELSEC?

Early Language Support for Every Child (ELSEC) is part of the SENDAP Change Programme, designed to improve outcomes for children with speech, language and communication needs (SLCN). Bradford is one of nine national pathfinder sites leading this work.

## Why Bradford?

- Bradford has a young population (34% under 25) and high levels of deprivation
- SLCN is the most common need for children with SEND in Bradford
- Over 6,000 EHCPs issued locally, with 4,000 requiring speech and language input

## Our Mission:

- Identify children with SLCN early
- Provide timely, targeted support
- Reduce specialist referrals by building capacity in schools and early years settings
- Empower parents and practitioners with practical tools and strategies

“

*“ELSEC has done a fab job. My daughter has improved a lot.” – Parent*

”

## Why it Matters:

- 50% of children nationally start school with SLCN; Bradford’s rates are even higher
- Children with vocabulary difficulties at age five are 3x more likely to have mental health problems in adulthood
- 60% of young offenders have language difficulties
- Only 15% of pupils with SLCN achieve expected standards in reading, writing and maths at the end of primary school (vs 61% of all pupils)

# BRADFORD ELSEC: MOVING INTO PHASE TWO WITH FAMILIES AT THE HEART

Bradford's Early Language Support for Every Child (ELSEC) pathfinder is gathering pace - and the results are starting to show. After a strong first year working across early years settings and primary schools, we are now firmly into Phase Two, sharpening our focus on the neighbourhoods where children will benefit most.

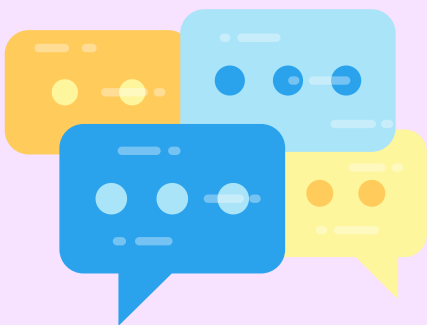
“

*“If you'd told me 6 weeks ago how quickly the children would progress, I wouldn't have believed you!” – Nursery Manager*

”

## Focusing Where the Need is Greatest

Using triangulated local data - including Ages and Stages questionnaire (ASQ), nursery place take-up and the Good Level of Development outcomes- we have identified the areas with the highest levels of need. That evidence points us to Tong, Bradford Moor and Eccleshill, where we are concentrating support so more children can thrive with their speech, language and communication (SLC) skills.



## Partnering to Empower Parents

A child's language journey begins at home. That is why we are partnering with the National Literacy Trust to strengthen how we engage, train, and support Parent Champions.

These champions will help share practical tips and create everyday opportunities for talk, play, and story time, so families feel confident nurturing speech, language and communication in the community and at home. We are also delivering parent workshops in families' home languages to make sure support is accessible, inclusive, and meaningful for everyone.

By offering workshops in the languages families use every day, we are helping to remove barriers and ensuring that all parents feel supported and able to build their child's communication skills with confidence.

“

*“Small moments of talk - on the school run, at the shops, over dinner - add up. Parent Champions will help make those moments count for every family.”*

”

# WHAT ELSEC IS DELIVERING

## Children Reached

**972** children have been supported to date through the universal offer across early years settings and primary schools.

**381** children receiving targeted interventions that began in January 2025. Interventions delivered support children's vocabulary development, understanding, sentence structure and social skills.

## Settings Engaged

**20** We are now working across unique settings, with Phase Two expanding activity across additional early years sites.



## Screening and Follow-up

### Phase One:

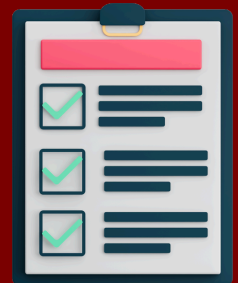
**600** Bradford screenings completed

Q-BEx parent questionnaires **195**

This enabled tailored support and follow-up rescreening where needed.

### Phase Two:

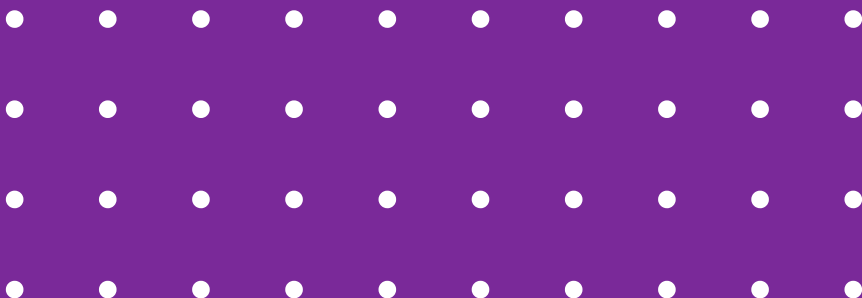
**277** screenings so far, with more results to come as newer settings complete their checks.



“

*“We played games, we had so much fun” – A child overheard talking to a peer about their intervention group*

”



# BUILDING CONFIDENCE THROUGH STAFF DEVELOPMENT

## Screening and Identification

**96** staff supported with SLC screening and follow-on support.



## Adult–Child Interaction (ACI):

**107** video coaching sessions completed so far in Phase Two alone.

## Targeted Techniques

Sessions covering Intensive Interaction, visual supports, speech sound work, colour-coding and running intervention groups are equipping teams to deliver timely, evidence-informed help.



## Early Impact We're Seeing

In Phase One, universal screening identified a mix of universal, targeted and specialist SLC needs; interventions are in place and rescreening is underway to track progress. **65%** of children screened in Phase One were identified as having speech, language and communication needs (SLCN) and at rescreening, following interventions, only **36%** of children had SLCN.

In Phase Two so far, screening indicates **26%** of children with universal needs, **24%** with targeted needs and **30%** with specialist needs (including detailed red and red/amber categories), guiding the right support at the right time.

## What's Next?

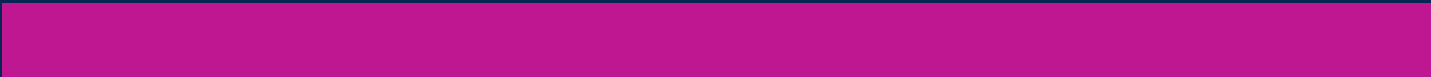
**Parent Champion launch:** Co-designing roles and resources with the National Literacy Trust to amplify family-friendly SLC activities in Tong, Bradford Moor and Eccleshill. Expanding PVI engagement: Recruiting more private, voluntary and independent (PVI) early years settings into the ELSEC model.

**Sustained coaching and groups:** Continuing ACI video coaching and modelling of group interventions, alongside rescreening to evidence impact for children and families.

Bradford's ELSEC journey is about creating the conditions where every child can find their voice—at home, in their setting and across their community. With families, settings and partners pulling together, Phase Two is set to deepen impact exactly where it's needed most.



# Additional Case Studies and Key Learning



# Additional Case Studies

## Advisory Tailored Lists (ATLs)

Advisory Tailored Lists (ATLs) were tested in Wakefield as part of the SEND and Alternative Provision Change Programme to help families make informed choices about education for children and young people with special educational needs. Choosing the right school or college can feel overwhelming, so the aim of ATLs was to provide clear, tailored information about suitable settings, making the process easier, fairer, and more supportive.

Adapting the process to better support Post-16 transition needs has helped create a useful and practical tool that supports families in planning for the future.

[case-study-advisory-tailored-lists.pdf](#)

## Improving Mediation

In Wakefield, we are strengthening mediation as part of the SEND AP Change Programme to improve outcomes for children and young people with special educational needs and disabilities. Disagreements between families and local authorities can sometimes lead to stressful and costly tribunals, so we are focusing on making mediation a more accessible and collaborative way to resolve issues quickly and fairly.

The changes we introduced have made a real difference for families. This year, more families chose mediation instead of going to tribunal, which means disagreements were resolved more quickly and with less stress. In recent months, we have also seen more issues being sorted out even before mediation takes place. This shows that our early conversations and better communication are working.

[case-study-improving-mediation.pdf](#)

## Inclusive Settings

The intended outcome of this project was to generate knowledge and learning via piloting different approaches around how settings can improve effective inclusive practice with additional funding and to test the impact of this on children, parents and the system. To establish models of practice to support.

[inclusive-schools-irp-impact-summary.docx](#)  
[inclusive-settings-year-3-pupil-case-study.docx](#)  
[inclusive-settings-grant-programme.docx](#)

## EBSA Horizons

The aim of EBSA Horizons was to provide appropriate level of EBSA training for all school staff, all LA and allied professionals, and all parents and carers, and to actualise a universal offer which can prevent the continued escalation of school related anxiety, and associated impact on attendance rates in schools.

[case-study-eb-sa-horizons-wakefield.pdf](#)

## Elective Home Educated SEND Children

In Wakefield, The EHE-SEND Events Project aims to provide targeted support for Electively Home Educated (EHE) children with Special Educational Needs and/or Disabilities (SEND) and those with emerging SEND needs.

The EHE-SEND Events Project aims to strengthen engagement, inclusion, and support for Electively Home Educated (EHE) children with Special Educational Needs and/or Disabilities (SEND), including those with emerging needs, across the Wakefield district.

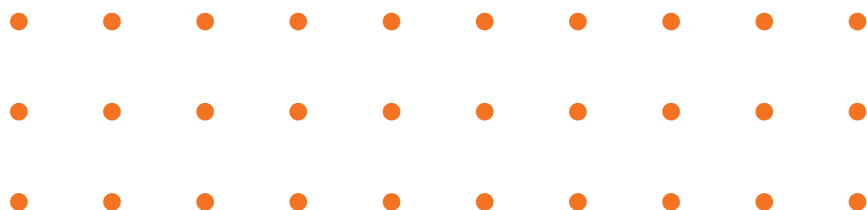
[case-study-elective-home-educated-send-children.pdf](#)

## Wakefield Transitions and Emotional Regulation Pathway

In Wakefield, a transitions pathway has been developed in response to growing concerns about the transition experiences of children and young people with emotional regulation challenges, especially those moving between educational settings.

The aims of this project were to: develop a tiered support pathway for children and young people with emotional regulation needs, especially those transitioning between educational placements; deliver consistent, structured interventions to improve emotional wellbeing and engagement in education; and to promote collaboration between schools, families, and support services to ensure holistic, sustainable support for each child/young person.

[wakefield-transitions-and-emotional-regulation-pathway-case-study.docx](#)



## Mini Peer Review - Inclusion - Wakefield, Bradford and Calderdale

Local Authorities in the Yorkshire and Humber region were invited to take part in mini peer reviews on 'How inclusive are our settings?'. This virtual process reviewed evidence and gathered views and experiences to identify inclusive practice, effective multi-disciplinary strategic direction, the impact of the Graduated Approach, and areas and actions for improvement and development.

[mini-peer-review-inclusion-wakefield-bradford-and-calderdale-v2.docx](#)

## SEND SEMH EH Pilot

This pilot is a focused SEND early intervention offer, in the areas of Pontefract, Castleford, Airedale and Knottingley of the Wakefield district. Focused initially on the growing cohort of children with social, emotional and mental health needs.

Evidence suggested that environmental factors are driving growth for an EHCP of this need type. The children are identified and presented through the existing TAS (Team around the School) by the schools SENCO, protected time provided to discuss SEMH cases with no limit on individuals discussed. At the point that the parameters of the project are met, the family receive a holistic, intensive package of support via a Targeted Early Help Practitioner alongside partner agencies.

[send-semh-eh-pilot-case-study.pdf](#)

## Wakefield Ordinarily Available Provision AP Transitions

In Wakefield, the development of a Transitions Pathway for Supporting children and young people (CYP) with emotional regulation needs is part of a broader commitment to inclusive, early intervention. This approach recognises that transitions, such as moving between schools or year groups, can be particularly challenging for CYP experiencing emotional or mental health difficulties. The pathway brings together schools, Family Hubs, Community Navigators, and mental health services to provide coordinated, person-centred support. Programmes like Luggage for Life and access to CAMHS, Kooth, and WF-I-Can are integrated into this model to build resilience, promote emotional wellbeing, and ensure that no child is left unsupported during key educational transitions.

[wakefield-oap-transitions-case-study-1.docx](#)

[wakefield-oap-transitions-case-study-2.docx](#)

## Wakefield Strengthening Multi-Agency Panels

The Wakefield project to strengthen multi-agency panels began in September 2024, to improve the decision-making process to enable settings to improve outcomes for children. Training was developed for panel members, settings and SENART members, and a robust triage process was developed which both enables more timely and confident decisions and optimises panel discussion time.

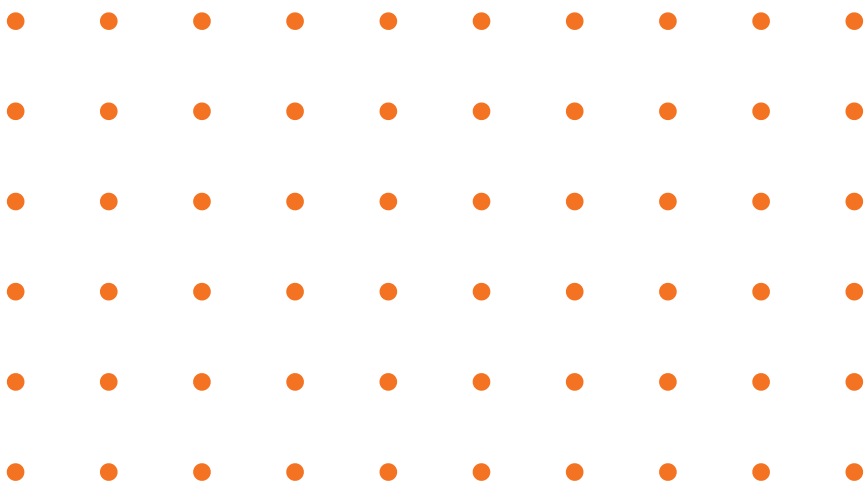
[wakefield-strengthening-multi-agency-panels.docx](#)

## Lending Libraries

The Yorkshire and Humber SEND and AP Change Programme has worked with schools across Wakefield, Bradford, Calderdale, and Leeds to make education more inclusive. Through equipment investment and practical support, the programme helps schools trial Assistive Technology and resources that meet the needs of all learners - making classrooms more accessible, supportive, and empowering for children and young people with SEND.

The aim of this initiative was to give every child the chance to succeed in school by making sure the right tools are available when they're needed.

[case-study-assistive-technology-at-lending-libraries.pdf](#)



# Key Learning

Combined Key Learning from the SEND and AP Change Programme

## 1. Whole-system collaboration is the strongest driver of sustainable improvement

The programme shows that reform only delivers impact when education, health, social care, schools, parent carers, and young people operate as one ecosystem. Regular CPP meetings, cross-regional focus groups, ICB partnership work, and multi-agency panels demonstrate how shared governance and joint accountability reduce duplication, align priorities, and accelerate progress.

**Strategic takeaway:** Invest in shared governance, shared language and shared priorities, not isolated initiatives.

## 2. Early identification and early intervention must become non-negotiable and must be delivered through an unwavering equalities lens.

Evidence across the programme shows that children make stronger progress when support is both timely and equitable. Ensuring every child has fair access to tools such as ELSEC, WellComm, PEEP Talk, PINS, advisory teaching support, and strengthened graduated responses in mainstream settings reduces escalation, EHCP demand, exclusions, and school-based anxiety.

Embedding equalities principles into early help ensures that children from all backgrounds including those who may be minoritised, disadvantaged, or historically under-represented in SEND pathways receive the right support at the right time, in the right way.

**Strategic takeaway:** Prioritising early, equitable help is cost-effective, reduces disproportionality, protects statutory services, and strengthens attendance, confidence and inclusion for all learners.

3.

### **A clear, consistent Local Inclusion Support Offer (LISO) enables schools to be truly inclusive and links to ensure access to the 'Experts at Hand' envisioned in the Schools White Paper.**

All four local areas demonstrate that clarity of available support (advice, training, consultation, direct delivery, triage routes, AP pathways, and statutory processes) builds school confidence and supports evidence-based decisions. The LISO model can exemplify how aligning support into a single system architecture strengthens the graduated approach and reduces fragmentation.

**Strategic takeaway:** LISO is not a document, it is a coherent system structure that anchors inclusion.

4.

### **Strengthening mainstream inclusion is the foundation of a sustainable SEND system**

Inclusive practice frameworks, Assistive Technology Lending Libraries, neurodiversity profiling tools, workforce development and consistent early language support all reduce exclusions and support smoother reintegration. Mainstream confidence directly influences demand on specialist and AP provision.

**Strategic takeaway:** You cannot fix SEND pressure without fixing mainstream inclusion.

5.

### **Multi-agency decision-making improves when information and processes are standardised**

Tested EHCP templates, strengthened panel governance, clearer triage, improved advice formats, and earlier mediation all enhanced fairness, transparency and timeliness. Parents reported greater trust when decision-making was consistent and when information quality improved.

**Strategic takeaway:** Standardisation improves parental confidence, reduces conflict and reduces tribunal escalation.

6.

### **A clear, consistent Local Inclusion Support Offer (LISO) enables schools to be truly inclusive**

AV1 robots, assistive technology lending libraries, and digital tools have improved attendance, maintained friendships, supported wellbeing, and enabled learning continuity for CYP with medical needs, EBSA, SLCN or anxiety-related barriers.

**Strategic takeaway:** Technology is not optional; it is an equity tool that widens access and stabilises learning journeys.

7.

## Co-production with parent carers and young people strengthens culture, legitimacy and decision-making

The Youth Alliance, regional Parent Carer Forums and local PCFs meaningfully shaped priorities, tested materials, improved transitions, and challenged assumptions. Co-production improved communication quality and supported relational practice across the system.

**Strategic takeaway:** Reform must move beyond “consultation”. Co-production is a mechanism for accountability and culture change.

8.

## Improvements to AP systems show that prevention and reintegration must be core strategic priorities

The programme demonstrates that AP works best as a short-term, therapeutic intervention, not a destination.

- Bradford’s three-tier AP model decreased exclusions and strengthened reintegration.
- Calderdale achieved zero permanent exclusions in key cohorts.
- Leeds’ AIPs strengthened outreach and created inclusion bases near home schools.
- Wakefield’s AP Specialist Taskforce (APST) stabilised placements and improved emotional regulation, attendance and return to mainstream.

**Strategic takeaway:** AP should stabilise, intervene and reintegrate not replace mainstream education.

9.

## Inclusion is fundamentally a cultural shift, not a structural one

The strongest learning across the programme is that culture; trust, relationships, reflective leadership space, shared purpose, trauma-informed practice is the foundation on which all technical reforms sit.

**Strategic takeaway:** Culture makes systems work; without cultural alignment, even well-designed reforms fail to embed.



# Website Links and Additional Resources



## Alternative Provision Specialist Taskforces (APST)

<https://www.gov.uk/government/publications/alternative-provision-specialist-taskforces-apst>



## Programme for Inclusion of Neurodiversity in Schools (PINS)

<https://www.gov.uk/government/publications/inclusion-of-neurodiversity-in-schools-programme>



## Family Help Reforms

<https://www.gov.uk/government/publications/childrens-social-care-reform>



## Ofsted Curriculum and SEND Reviews

<https://www.gov.uk/government/collections/ofsted-send-research-series>



## REACH's Partners

Council for Disabled Children: <https://councilfordisabledchildren.org.uk>

Olive Academies: <https://oliveacademies.org.uk>

PA Consulting: <https://www.paconsulting.com>

IMPOWER: <https://www.impower.co.uk>



## Further Links

[Wakefield SEND Local Offer | Wakefield SEND Local Offer](#)

[Wakefield Parent Carer Forum](#)

<https://www.carersresource.org/parent-carers/> (Bradford Parent/Carer Forum)

[Leeds Parent Carer Forum – The voice of parent carers in Leeds](#)

[Family Voice Calderdale - Unique Ways](#) (Calderdale Parent/Carer Forum)

[Leeds SEND Local Offer | Leeds Local Offer](#)

[Wakefield SEND Local Offer | Wakefield SEND Local Offer](#)

[Calderdale SEND Local Offer | Calderdale SEND Local Offer](#)

[Bradford Local Offer](#)

[Home - Youth Work Unit](#)

[Yorkshire and Humber SEND Youth Alliance](#)

[Find your local integrated care board \(ICB\) - NHS](#)



Yorkshire and Humber  
**Change Programme  
Partnership**

WAKEFIELD • LEEDS • BRADFORD • CALDERDALE



# THANK YOU



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