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| **Yorkshire and Humber Change Programme Partnership (CPP) Highlight Report** | |
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| **Date of Report:** | 23 May 2025 |
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| **Reporting period:** | 28 April to 19 May 2025 |
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| **CPP Context & Background** |
| The Department for Education (DfE) are committed to testing, refining and developing the most significant reforms to ensure they get the changes right and are testing ‘whole system’ change in 32 local areas, working together as Change Programme Partnerships (CPPs) in each of the 9 regions of England. Wakefield is the lead Local Authority in the Yorkshire and Humber CPP working with Bradford, Calderdale and Leeds.  The programme was originally set up to test reforms set out in the Department for Education’s SEND and Alternative Provision Improvement Plan. These have included the development of a CPP Steering Group, completing a Strategic Delivery Plan, testing National and Local Inclusion Dashboards, setting up/revising SEND & Alternative Provision (AP) Local Area Partnerships, developing Local Area Inclusion Plans (LAIP), using a benchmarking tool for strategic planning for SEND and AP, testing of a National EHCP template, multi-agency panels, AP Reform (3-Tier Model), National Standards, Bands and Tariffs, Advisory Tailored Lists and Early Language Support for Every Child (ELSEC).  A national delivery partner, The Reaching Excellence and Ambition for all Children (REACh) consortium, led by PA Consulting in partnership with the Council for Disabled Children, Olive Academies and IMPOWER are supporting the DfE and our CPP’s with delivery of this programme to implement, test and refine these reforms.  At the end of 2024, a new phase of the Change Programme was confirmed with a greater focus on inclusive practice. The work in this phase will help build a shared understanding across the sector and with DfE about what and how provision needs to change to enable inclusion for children and young people, including those with special educational needs or disabilities. Testing will therefore now focus on four key areas, these are:   * Local partnerships with shared priorities and plans for commissioning / delivering the right provision to enable inclusion * A coherent inclusion offer of universal and targeted services wrapped around mainstream settings * Support to mainstream settings to drive inclusive practice and leadership * Use of data & evidence to understand impact on outcomes and experiences for children and young people within cohorts and settings     In May 2025, DfE confirmed an extension to the programme for a further year up until March 2026, continuing to focus on inclusion and inclusive practice, incorporating ongoing testing of the AP 3 Tier model, ELSEC, APST and PINS, along with a number of new areas, including prototyping a ‘Local Inclusion Support Offer’, a local ‘Assistive Technology Lending Libraries’ model, and understanding how SEN units and Resourced Provision can promote inclusion and improve outcomes and experiences for children and young people with SEND within mainstream settings |
| **Progress Updates Since the Last Highlight Report** |
| The Department for Education has officially confirmed the continuation of the Change Programme, including the ELSEC initiative. You can read the full announcement in the article titled “Earlier support for speech and language for 20,000 children” on GOV.UK. [Click here to read](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fnews%2Fearlier-support-for-speech-and-language-for-20000-children&data=05%7C02%7Csharronhawlor%40wakefield.gov.uk%7Cffab56f5171a49c423e008dd99f751ea%7Cd76faab796b740c79b253d2fbd4ac1f1%7C0%7C0%7C638836009771141152%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=JOzFiUUN%2FAnoQbCywCMKYZOkiJjEzMDoHkrAlOVSW7U%3D&reserved=0).  **Wakefield:**   * **Collaborated with Wakefield partners**in an ICB-led session focused on improving support for children with complex needs. * **Contributed to national thinking** by attending the F40 peer review, exploring inclusive models to address High Needs Block pressures. * **Refreshed local inclusion resources**, updating the support services directory to reflect current offers. * **Worked closely with health colleagues** to enhance the SALT offer and explore ‘centres of excellence’, building on ELSEC learning for Wakefield. * **Engaged in a focused Deep Dive** of the transitions team as part of the CPP’s core group’s ongoing work. * **Prepared for the June workshops at the learning event for the region on 13th of June**, identifying leads and shaping content. * **Secured CPD opportunities** for Education and Inclusion staff, with training focused on restorative approaches and effective communication. * **Supported PCF recruitment**, with new CPP-funded roles now in place to strengthen family engagement. * **Advanced PINS Phase Two**, with the next cohort of schools identified and planning underway. * **Joined the Children’s Alliance** to contribute to the Wakefield Relational Approach partnership. * **Shared progress and insights** through a presentation to the Overview and Scrutiny Panel.   **Bradford:**   * **AP Taskforce Induction:** Both new and existing members attended an induction session outlining the 3-tier offer and overall vision. The event was well attended and described as an inspiring day, bringing together passionate individuals committed to supporting the city’s most vulnerable young people. The draft documentation to support referrals into the 3-tier AP Model has been created. The referral route is being finalised through the AP Planning Group. A Children and Young People (CYP) group contributed to naming the AP Taskforce, with final decisions expected in Summer. * **Inclusion Consultation with Schools:** Engagement included the LA Primary Headteachers meeting, School Improvement Network meeting, and completion of the Bradford Schools in Partnership (BSIP). An Inclusion Working Group has been formed. A pilot for the Inclusion Chartermark has been confirmed, with a number of schools participating. * **Mini Inclusion Peer Review:** Organised and coordinated the review process, including gathering and submitting relevant supporting evidence.   **ELSEC (Bradford):**   * **The Pathfinder** is continuing in delivery in the summer term. The 9 sites are all currently utilising the new tools and models of the QBEX tools.   **WYICB:**   * **A range of regional and national engagements—including events, visits, and collaborative forums—have promoted the CPP programme, strengthened cross-sector partnerships, showcased integrated working, and supported ongoing shared learning across health, education, and local authority stakeholders.** * **CPP and ELSEC updates continued to be shared with various groups across the WY ICB including CYP Board, Complex Needs and SEND group and mental health, learning disability and autism groups. Detailed update provided at the recent WY ICB CYP Board.**   **Leeds:**   * **Ordinarily Available Provision (OAP):** Continued co-production work, including workshops with headteachers, SENCos, and teachers. Trialled the audit tool and began developing practical ‘how-to’ guidance. * **Alternative Provision (AP) Working Groups:** Met to begin progressing against the agreed Key Performance Indicators (KPIs). * **EHC Needs Assessment (NA) Panel:** Reviewed panel processes and explored opportunities for automation. * **Leeds Local Offer Live:** Following the in-person event, a virtual version is now available for wider access. * **Recruitment Preparation:** Initial steps taken to recruit staff as part of successful funding bids.   **Calderdale:**   * **Family Voice Calderdale:** Engaged in discussions to support the development of an improved communication plan for the Change Programme. * **APST Steering Group:** Continued regular meetings to guide and monitor progress. * **SEND Delivery Group:** Oversaw governance of all CPP projects, ensuring alignment with the broader SEND and AP Board. * **Mainstream Inclusion Calderdale Framework:** Conducted stakeholder workshops focused on Cognition & Learning (C&L) and Speech, Language and Communication Needs (SLCN). * **PINs Programme:** Continued delivery and implementation of planned activities. * **Health Collaboration:** Health colleagues attended Mainstream Inclusion Calderdale sessions. Worked on integrating the SLCN pathway to ensure a shared, consistent approach.   **Youth Work Unit:**   * **Workshop Outreach**: Engaged over 80 education settings and youth groups across Calderdale, Leeds, and beyond to organise peer-led CPP workshops, with thanks to Calderdale LA and Trinity Academy Halifax for their support. * **Workshop Preparation**: Met with peer researchers to plan and rehearse sessions at Wakefield College. * **Workshop Delivery**: Peer researchers successfully delivered creative and well-received workshops with SEND students at Wakefield College, supported by Youth Voice Coordinator Kathryn. * **Youth-Led Resource Development**: “My Pockets” is co-producing an animation with young people to explain the CPP change programme, to be used in future workshops. |
| **Details of Meetings/Workshops/Task and Finish Groups in this Period** |
| **Yorkshire and Humber CPP Core Steering Group**  Steering Group convened virtually on 19 May 2025 and now has an established membership representative of areas in scope for the programme. The agenda consisted of:   * Welcome and Introductions * Minutes from the previous meeting * Business Case Reviews * Progress Updates * Case Studies – completed and in progress * What’s coming up next/Key Updates * Finance and Funding * Communications   **Date of Next Meetings:** 7July 2025  **Weekly meeting with Wakefield lead contacts, DfE & REACh as required, this period:**   * 8 May 2025 * 29 May 2025 * 5 June 2025 * 12 June 2025 * 16 June 2025 * 26 June 2025 * 3 July 2025   **CPP Leads in person Session**   * 5 June 2025 |
| **Programme Planned Activities for Next Month** |
| **CPP Regional Learning Event –** Change Programme Yorkshire and Humber Learning Free Event taking place on 13th of June please see the agenda below bookings should be made via the following link [Change Programme - Regional CPP Learning Event Booking Form Survey](https://eu.surveymonkey.com/r/TN3HWPR)  **Wakefield:**   * **SENCO Conference (21st June)**: 110 delegates confirmed; focus on inclusive education. * **Inclusion Engagement**: Ongoing discussions with PVI providers and childminders. * **Early Years Review**: Assessing services to strengthen early intervention. * **CPP 2025/26 Planning**: Attending delivery event to inform next steps. * **Workforce Development**: Collaborating with the Learning Academy on SEND training and voice inclusion. * **AI Pilot in SENART**: Enhancing caseworker capacity and family engagement. * **Partnership Board**: Discussed CPP updates, SEMH service, and Neurodiverse Intensive Support Team. * **CPP Delivery Group**: Participated in 23rd May meeting to support programme delivery.   **Bradford:**   * **APST Naming and Referral Process**: Agreed on a new name for APST via the AP Planning Group. Referral processes to be published on Bradford Schools Online and the Local Offer. * **Parent Carer Forum (PCF) Engagement**: Meet with the PCF to explore how the Parent Carer Network and new Parental Independent Partners can better support Change Programme projects. * **Inclusion Chartermark Pilot**: Pilot rolled out, with feedback to be shared with the Inclusion Working Group and the SEND Schools Reference Group. * **Inclusion Services Scoping Review**: Through the Core CPP Group, reviewed the local Inclusion Services scoping exercise, using Portsmouth’s model as a reference. * **Strengthening APST**: Continued development of APST, following a recent proposal presented at the AP Planning Group.   **ELSEC (Bradford):**   * Will continue to deliver targeted interventions and specialist SALT screenings, maintain accurate data input, explore sustainable service models, and plan for the integration of student SALTs through block and ongoing placements.   **Leeds:**   * **Recruitment Planning**: Initiated recruitment processes as part of successful funding bids. * **Ordinarily Available Provision (OAP)**: Continued co-production work with stakeholders to refine and implement the OAP framework. * **EHC Needs Assessment (NA) Panel**: Agreed on the next phase of panel development and process automation, following review of the options paper.   **Calderdale:**   * **Year 2 Change Programme Communication**: Rolled out communications outlining the key asks for Year 2, with a focus on the bigger picture and how the programme fits into broader priorities. * **SEND Delivery Group**: Continued governance of all CPP projects, ensuring alignment with the wider SEND and AP Board. * **Mainstream Inclusion Calderdale Framework**: Delivered stakeholder workshops focused on Speech, Language and Communication Needs (SLCN) and Social, Emotional and Mental Health (SEMH). * **Launch of PINs2**: Officially launched the second phase of the PINs programme. * **APST Developments**: Ongoing collaboration with the NHS to progress recruitment of a speech and language therapist. Weekly strategic meetings continue. Outreach work set to begin at Trinity Academy Grammar and Ryburn Valley High School.   **WY ICB:**   * **Support coordination, scaling, and knowledge sharing** of the ELSEC approach and pathfinder network across West Yorkshire. * **Continue NHSE pilot delivery** to improve SEND service quality assurance, * **Health QA Toolkit for EHCPs:** Sharing with the CPP group is now planned for July 2025, following earlier delays due to capacity issues, which have recently improved. * **Support PINS project engagement** with CPP steering group: ICBs working with eligible schools on self-assessments across six core areas. Tailored 5-day support provided based on assessment outputs. * **Ensure young people’s voices** continue to shape the CPP programme. * **Share learning from Bradford’s ‘Connecting Data’ project** when available. * **Promote inclusive practice** through alignment between Yorkshire Sport, Rugby League, and schools.   **Youth Work Unit:**   * **CPP Animation Development**: Met with stakeholders to ensure the animation aligns with DfE criteria and began audio recording sessions with young people, delayed previously due to exam commitments. * **Workshop Preparation**: Supported young people in preparing for their upcoming workshop at the School of Rock and Media (SORM) in Bradford. * **Workshop Delivery**: Peer researchers to deliver their session at SORM on 19th May. * Scheduled to attend the SEND Next Choices event at Leeds First Direct Arena on 24th June to gather further insights from children and young people. |
| **Parent and Carer Feedback** |
| * Inclusive Mainstream Provision Project leads led a parent carer workshop at the Leeds Local Offer (LLO) event. A report of the findings has been collated and will be shared on the LLO and at parent carer forums. |
| **Impact to date and Feedback** |
| * Setting up SEND delivery group has tightened operational grip on transformation work in Wakefield. * Deep dive into transition team shows positive impact. * 6-month review and Deep Dive of SEMH pilot evidences impact of new working methods. * Feedback from EPS conference shows school leaders value support around inclusion. * APST is well supported by partners; early work in engaging partners supports recruitment drive Calderdale’s medical needs team seeing early positive impact on early intervention work. * Collaboration and co-production to drive forward mainstream inclusion work. * Leeds has seen a positive impact on timeliness of decisions to assess and added further rigor to financial decisions. * Preparation for Adulthood thematic review identified gaps and allowed planning within the framework. * Leeds reviewed work to date on automation; discussed impact and future direction. * AP strategy work and co-production have resulted in strong engagement and shared vision for AP. * Bradford has seen some small reductions in suspensions and permanent exclusions since December launch of 3-tier AP models. * Latest comparator data shows Bradford above the comparator levels of key life milestones and achievements for children with SEND. * Engagement with school leaders is strong, however there is anxiety around inclusive settings and what this means regarding needing to do more given increasing need for support. * Engagement with health partners, families, and young people has fostered a collaborative environment, enhancing the effectiveness of the initiatives. * Work is enabling further integration across health and care and education. * Mini peer reviews on inclusive settings are emerging as a key strategic tool for self-assessment and improvements in SEND support with positive initial outcomes. These will continue to inform future action planning. * Steering Groups and working groups are established giving partnership representation and strategic oversight. * There has been a productive collaborative workshop approach across the region. * The introduction of AV1 Robots within settings are providing transformative technology with significant positive implications for inclusive, flexible education support with advantages of enabling flexible learning environments. * Children using the robots have shared positive feedback, with evidence showing improved engagement in lessons. * Multi-agency Panels (MAPS) are continuing to offer advantages with benefits of ensuring shared professional expertise and a consistent support approach. * Young people are excited about being given the opportunity to offer feedback. * All CPP areas are continuing to use the EHCP template following positive feedback. |
| **Risks, Barriers and Challenges** |
| * There is an on-going challenge to balance priorities and commitment across the CPP, mitigations are in place to support through specific task and finish groups with delegated ownership to drive progress. * Some local areas are carrying vacancies which are putting pressure on resourcing aspects of the programme, and it is a challenge to recruit some posts. * The impact of local challenges along with wider challenges in the SEND system and changes to key posts can and does hinder progress and impacts on timescales. * Risks around capacity in PCF to support testing of reforms and also ensuring they remain well linked into programme. * There are some potential delays in some of the specific funded projects that have been implemented due to unforeseen circumstances or logistical issues. |

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