

# SEND Update

## People Scrutiny Committee

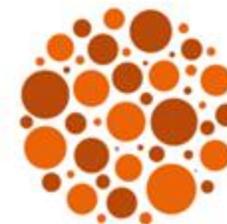
12 March 2026

Sarah Speedie, Jessica Stubbings & Katie Ridgway

Heads of Education

Elizabeth Funge

Assistant Director Education



**EDUCATION**  
**EAST SUSSEX**  
TOGETHER FOR EXCELLENCE  
AND INCLUSION



# What is meant by SEND?

---

- A child or young person has a Special Education, Need and/or Disability (SEND) where their learning difficulty or disability calls for special educational provision (provision different from or additional to that available to all pupils of the same age).
- The areas of need are:
  - **Communication and interaction**
  - **Cognition and learning**
  - **Social, emotional and mental health difficulties**
  - **Sensory and/or physical needs**
- **SEN Support:** Schools should take action to remove barriers to learning and put effective special educational provision in place, for those children identified as having SEN. This 'SEN support' should be extra targeted school-based support and be part of an Additional Needs Plan, monitored and reviewed by the school.
- **EHCP:** Where, despite the school having taken relevant and purposeful action, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment from the local authority. Some of these needs assessments will result in an Education, Health and Care Plan (EHCP).

# Our Duties

Schools, the LA and Health services have legal duties regarding SEND under the Children and Families Act 2014 and the SEND Code of Practice 2015.

## Identification and Assessment

Local authorities, schools, and health services must identify and assess the special educational needs of children and young people in their area.

This includes conducting and contributing to Education, Health and Care (EHC) needs assessments.

## Provision

Provide sufficient support and services to meet the needs identified in EHC plans. This involves collaboration between education, health, and social care services.

Schools must designate a teacher to be responsible for co-ordinating SEN provision (SENCO).

## Inclusive Education

Schools must use their best endeavours to make sure that children with SEND get the support they need.

Schools must also ensure that children and young people with SEND engage in activities alongside pupils who do not have SEND.

## Monitoring and Review

Regular reviews (at least annually) of EHC plans are required to ensure that the support provided continues to meet the needs of the child or young person. The LA must consider whether changes are required to the EHC plan, including any changes to outcomes, provision, or educational placement.

## Transition Planning

Support must be provided for the transition of young people with SEND from children's to adult services where the child meets the thresholds of the Care Act, ensuring continuity of care and support.

## Information and Advice

All partners must provide information, advice, and support to children, young people, and their families regarding SEND. This includes maintaining a local offer that outlines the support available.

Schools must inform parents/carers when they are making SEN provision for their child and must publish a SEN report.

## Joint Commissioning

Health services must work collaboratively with local authorities and other agencies to jointly commission services for children and young people with SEND.

## Feedback and Improvement

Seek feedback from children, young people, and their families about the SEND services they receive and use this feedback to inform and improve the quality of services.

## Safeguarding

Safeguard and promote the welfare of children with SEND.

# National Challenges - SEND

<b>Scale and complexity of the SEND Landscape</b>	<ul style="list-style-type: none"><li>• Reorganisation of ICB</li><li>• Consistency due to the size and complexity of partnership landscape</li><li>• It takes time for improvements to be felt by families</li></ul>
<b>Sufficiency of provision</b>	<ul style="list-style-type: none"><li>• Providing sufficient specialist education provision for increasing numbers of children, requiring a special school is a challenge</li><li>• SEND Capital funding is limited and new provision fills quickly</li></ul>
<b>EHCNA Assessment/ EHCP Timescales</b>	<ul style="list-style-type: none"><li>• The timescales for CYP to have assessments as part of the EHCNA process, and the knock-on impact to the time taken to issue an EHCP, is a challenge as the requests for an EHCNA Assessment and in turn numbers of EHCPs increases</li></ul>
<b>Annual Reviews</b>	<ul style="list-style-type: none"><li>• Responding to Annual Reviews in a timely way is a challenge due to the volume of EHCPs</li><li>• Multi-agency input to Annual Reviews can be a challenge to co-ordinate in a timely way</li></ul>
<b>ND Pathways</b>	<ul style="list-style-type: none"><li>• Families tell us that diagnostic pathways for ASD/ADHD are not experienced consistently</li><li>• Waiting times for diagnosis of ASD are longer than NICE guidelines</li></ul>
<b>Appeals to tribunal</b>	<ul style="list-style-type: none"><li>• Appeals to the SEN Tribunal have risen and outcomes are inconsistent</li><li>• Tribunals often mandate high-cost, specialist provision</li></ul>
<b>Parental confidence and expectations</b>	<ul style="list-style-type: none"><li>• Issues with capacity, resources and negative national and local press create a challenging environment where parents feel compelled to advocate strongly for their children's needs, sometimes leading to a combative relationship with councils and/or schools.</li></ul>
<b>Resources / High Needs Block Funding</b>	<ul style="list-style-type: none"><li>• National shortage of Educational Psychologists and Speech &amp; Language Therapists</li><li>• Different levels of resource in each partner organisation</li><li>• Reliance on specific roles for the co-ordination of assessments, reviews and casework</li><li>• Pressures on the High Needs Block of the Dedicated Schools Grant (DSG)</li></ul>

# East Sussex SEND: local context

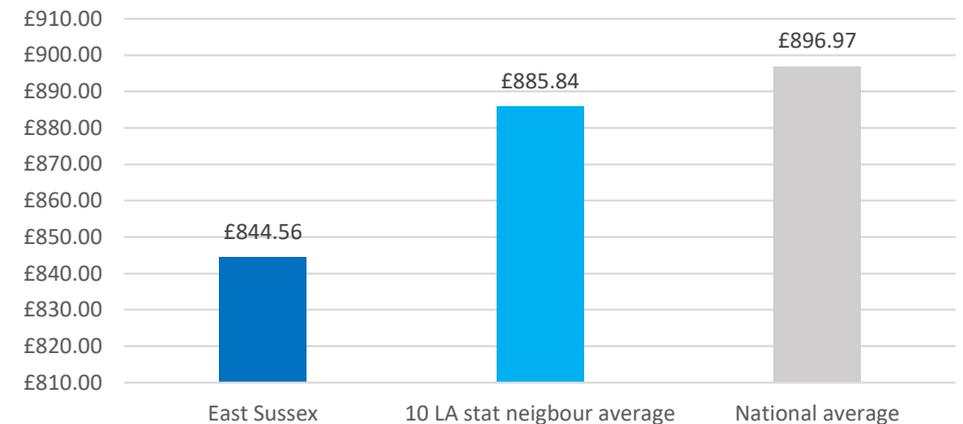
- SEND strategy governance board  
[SEND Strategy Governance Board | East Sussex Local Offer](#)
- SEND strategy (extended to end of 2025/26 academic year)
- Area SEND inspection November 2024
  1. **Quality of EHC plans:**
    - Health contribution
    - Annual review process
  2. **Waiting times for:**
    - Neurodevelopmental pathways
    - CAMHS interventions
    - Provision of wheelchairs
  3. **Improve inclusion and increase proportion of CYP with SEND achieving good outcomes**
  4. **Ensure sufficient and suitable:**
    - Alternative Provision
    - Post 16 options
- Post 16 SEND Strategic Planning Group



# Financial performance

- High Needs Block continues to be under pressure and we are projecting a deficit
- The number of EHCPs continue to rise and the cost of places has also increased
- ESCC receives comparatively less per-pupil HNB funding
- Mitigations have been put in place but national reform is needed

DSG High Needs Funding per Capita- FY24-25: East Sussex, statistical neighbours and the national average



Financial Year	Projected deficit
2025-26	£23,644,233
2026-27	£54,332,422
2027/28	£90,289,428
2028-29	£133,411,344

# Budget Pressures

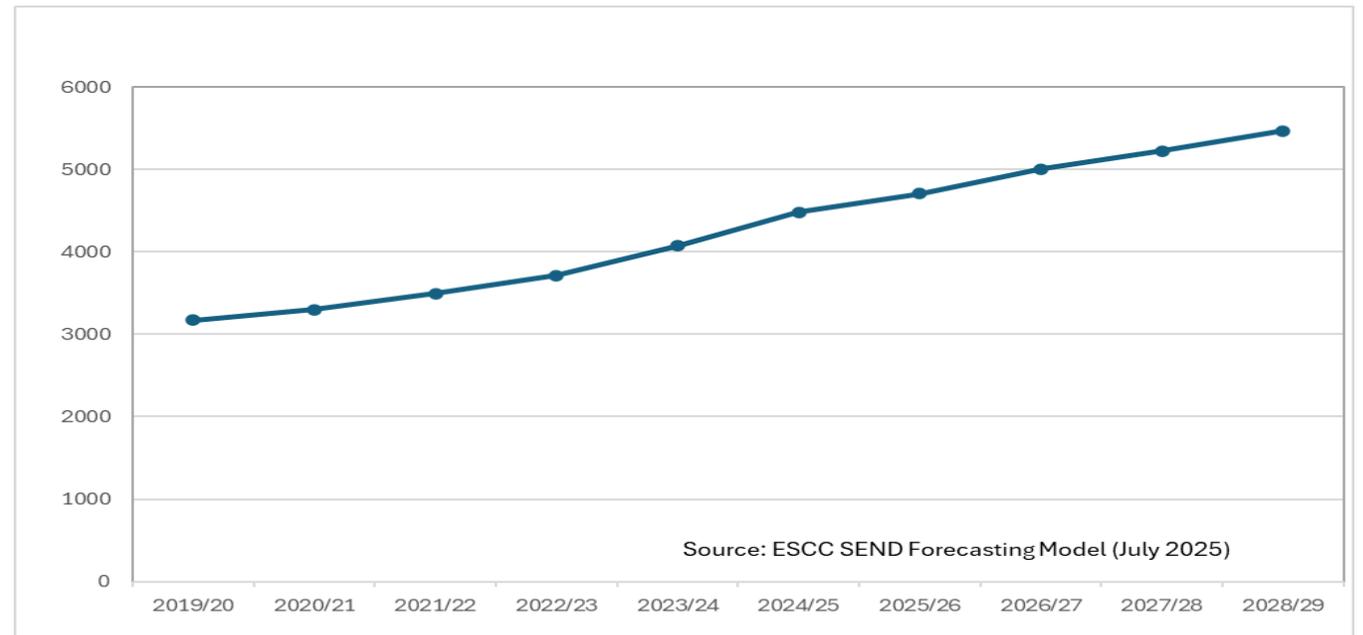
- Cost of placements at independent and non-maintained special schools
- National reform announced:  
[Government ends runaway independent special school fees - GOV.UK](#)
- Education Other Than at School (EOTAS):
  - Increased numbers: currently 229 packages
  - Average cost : £11,330 increase of 13.6%
- Directions from tribunal



# Education, Health and Care Plan (EHCP) numbers

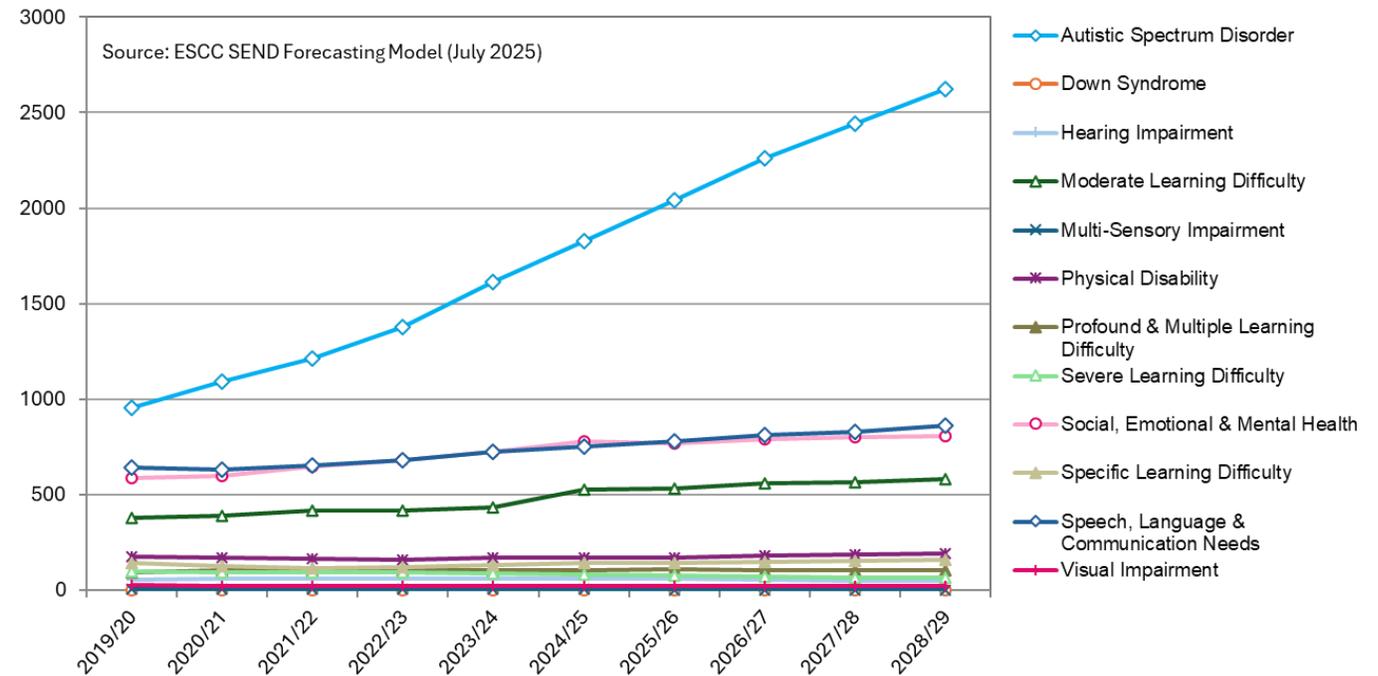
## Numbers of school age children with EHCPs

- In 2024/25 there were 4,481 school aged children in East Sussex with an EHCP
- By 2028/29 numbers are forecast to grow to nearly 5,500, a 22% increase



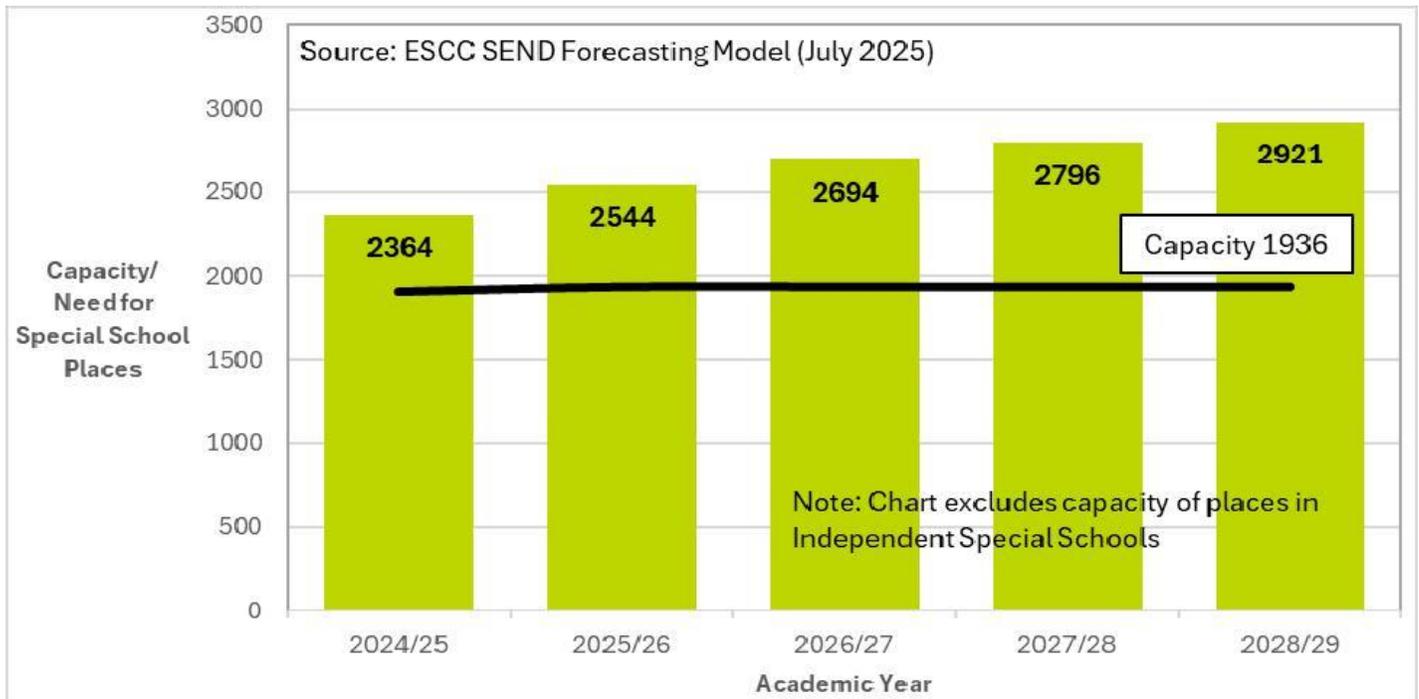
# EHCP by primary need group

- Number of children identified as autistic is growing year on year. No sign of this trend reducing
- Post-Covid upturn in plans being issued for speech, language and communication needs and for social, emotional and mental health



# Need vs capacity

- Capacity across special schools and specialist facilities is currently 1936
- The need for special school and specialist facility places is forecast to increase to 2921 by 2028/29



# SEND place planning strategy: completed

## **287 new special school places have opened:**

- The Ropemakers Academy, Hailsham
- The Flagship School, Hastings
- Summerdown School, Eastbourne

## **72 new specialist facility places have opened:**

- All Saints CE Primary School, Bexhill
- Churchwood Academy, Hastings
- Denton Community Primary School, Newhaven
- Grovelands Community Primary School, Hailsham
- Meridian Community Primary School, Peacehaven
- Priory School, Lewes
- Robertsbridge Community College



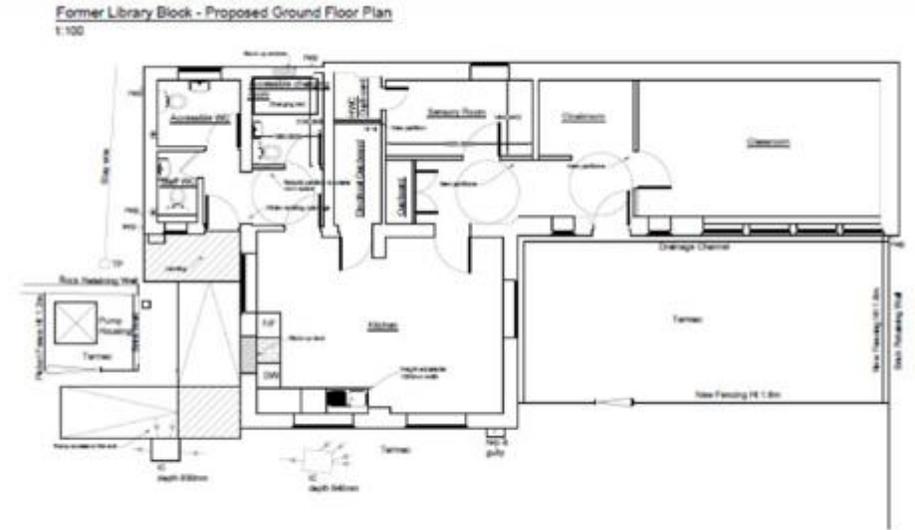
# SEND place planning strategy: current developments

- Acre Wood Academy: reorganisation & expansion, to complete late 2026
- New specialist facilities for ASD pupils:
  - Chailey St Peter's CE Primary School
  - Ocklynge Junior School
  - Chyngton School
  - Seaford Head School
- Expansion of specialist facilities at:
  - Uckfield College
  - Heathfield Community College



# SEND place planning strategy: future developments

- Continued increase of specialist facility places:
  - Expressions of interest received from another four schools
  - Further expressions of interest invited
  - Align with SEND reforms and policy for more specialist places in mainstream schools



- Partnership with Southfield Trust and SWALE Trust to create a satellite class at a primary school in Eastbourne
- Development of specialist provision for post-16 learners through expansion of special school provision for 16-19 year olds and working with FE Colleges to develop SEND support bases

# Outcomes : Key Stage 2 (KS2)

## Reading, Writing, and Mathematics combined

Working at the expected  
standard % (EXS)

60.6%

Up from 58.0% in 2024  
2.0% below nat av of 62.6%

Working at the expected  
standard % (EXS) –  
Disadvantaged pupils

44.3%

Up from 40.8% in 2024  
3.4% below nat av of 47.7%

Working at the expected  
standard % (EXS) – SEN  
Support pupils

27.4%

Up from 23.1% in 2024  
1.4% below nat av of 28.8%

Working at the expected  
standard % (EXS) - EHCP  
pupils

5.7%

Up from 3.6% in 2024  
3.5% below nat av of 9.2%

Working at higher standard

6.0%

Up from 5.0% in 2024  
2.5% below nat av of 8.5%

Working at the higher  
standard – Disadvantaged  
pupils

2.4%

Up from 1.4% in 2024  
1.2% below nat av of 3.6%

Working at the higher  
standard– SEN Support  
pupils

0.9%

Down from 1.5% in 2024  
1.1% below nat av of 2.0%

Working at the higher  
standard – EHCP pupils

0.4%

Up from 0.0% in 2024  
0.3% below nat av of 0.7%

# Secondary: SEND Outcomes by Area Group

2025	Attainment 8		English & Maths 9-5		English and Maths 9-4	
	SEN Support	EHCP	SEN Support	EHCP	SEN Support	EHCP
National	33.7	14.8	22.3%	7.5%	38.5%	13.9%
East Sussex	28.9	12.1	16.4%	6.3%	32.7%	8.8%
Area Group 1 <i>Lewes, Wealden and Coastal</i>	30.1	22.1	19.8%	17.1%	38.2%	19.5%
Area Group 2 <i>Eastbourne and Hailsham</i>	29.6	22.8	18.0%	22.9%	31.1%	22.9%
Area Group 3 <i>Rother, Rye and Hastings</i>	27.2	18.3	12.3%	4.3%	28.8%	12.8%

# East Sussex SEND: performance

## Primary: Attendance and Exclusions

Current National DfE Attendance Rate  
for Primary ACY24-25

94.80%

Current National DfE Persistent  
Absence Rate for Primary ACY24-25

13.50%

All Primary Schools	ESCC Primary ACY24-25 September to July		
	Overall Attendance	Persistent Absence	Severe Absence
All Pupils	94.37% ↑	13.81% ↓	1.24% ↑
EHCP	86.24% ↑	35.99% ↓	8.65% ↓
SEN Support	92.25% ↑	22.21% ↓	1.75% ↑
FSM Ever6	91.36% ↓	27.90% ↓	2.50% ↑

Latest National DfE Attendance Rate  
for Primary

94.80%

Latest National DfE Persistent  
Absence Rate for Primary

14.29%

All Primary Schools	ESCC Primary ACY25-26 September to December		
	Overall Attendance	Persistent Absence	Severe Absence
All Pupils	94.37% ↓	15.59% ↑	1.57% ↑
EHCP	83.98% ↓	39.88% ↑	12.67% ↑
SEN Support	91.67% ↓	25.11% ↑	2.59% ↑
FSM Ever6	90.86% ↓	30.48% ↑	3.24% ↑

Current National DfE Suspension Rate  
for Primary ACY24-25

0.83

Current National DfE PEX Rate for  
Primary ACY24-25

0.01

All Primary Schools	ESCC ACY24-25 September to July	
	Suspension	Permanent Exclusion
All Pupils	1.18% ↓	0.06% ↓
EHCP	10.26% ↓	0.66% ↓
SEN Support	3.56% ↓	0.13% ↑
FSM Ever6	2.73% ↑	0.15% ↑

Latest National DfE Suspension Rate  
for Primary

0.99

Latest National DfE PEX Rate for  
Primary

0.03%

All Primary Schools	ESCC ACY25-26 September to December	
	Suspension	Permanent Exclusion Rate%
All Pupils	0.52% ↓	0.02% ↓
EHCP	2.08% ↓	0.10% ↓
SEN Support	2.14% ↓	0.08% ↓
FSM Ever6	1.12% ↑	0.05% ↓

# Secondary: Attendance and Exclusions

Current National DfE Attendance Rate for Secondary ACY24-25

91.40%

Current National DfE Persistent Absence Rate for Secondary ACY24-

24.30

All Secondary Schools	ESCC ACY24-25 September to July		
	Overall Attendance	Persistent Absence	Severe Absence
All Pupils	89.53% ↑	30.77% ↑	5.27% ↓
EHCP	77.64% ↓	48.19% ↑	22.56% ↑
SEN Support	84.06% ↑	42.36% ↑	9.54% ↓
FSM Ever6	83.00% ↑	49.79% ↑	11.40% ↑

Latest National DfE Attendance Rate for Secondary

92.00%

Latest National DfE Persistent Absence Rate for Secondary

21.09

All Secondary Schools	ESCC ACY25-26 September to December		
	Overall Attendance	Persistent Absence	Severe Absence
All Pupils	91.29% ↑	23.95% ↓	3.92% ↓
EHCP	81.34% ↑	41.60% ↓	15.70% ↓
SEN Support	85.49% ↓	37.53% ↑	8.03% ↓
FSM Ever6	85.56% ↑	40.28% ↓	8.30% ↓

Current National DfE Suspension Rate

8.19%

Current National DfE PEX Rate for

0.10%

All Secondary Schools	ESCC ACY24-25 September to July	
	Suspension Rate% ACY24-25	Permanent Exclusion Rate% ACY24-25
All Pupils	10.46% ↓	0.25% ↓
EHCP	15.59% ↓	0.00% ↓
SEN Support	20.93% ↓	0.27% ↓
FSM Ever6	23.59% ↑	0.79% ↑

Current National DfE Suspension Rate for Secondary ACY24-25

7.83%

Current National DfE PEX Rate for Secondary ACY24-25

0.25%

All Secondary Schools	ESCC ACY25-26 September to December	
	Suspension Rate% ACY25-26	Permanent Exclusion Rate% ACY25-26
All Pupils	4.70% ↓	0.04% ↓
EHCP	8.01% ↓	0.00% ↓
SEN Support	12.13% ↓	0.12% ↓
FSM Ever6	10.11% ↓	0.10% ↓

# Special Schools: Attendance and Exclusions

Current National DfE Attendance Rate for Special School ACY24-25 >>> **87.10%**

Current National DfE Persistent Absence Rate for Special schl ACY24-25 >>> **35.80%**

Special Schools	Latest National DfE Primary Rates %		ESCC ACY24-25 September to July		
	Overall Attendance	Persistent Absence	Overall Attendance	Persistent Absence	Severe Absence
All Pupils	87.10%	35.80%	83.50% ↓	40.47% ↑	10.98% ↑
EHCP	84.20%	36.56%	83.94% ↓	39.52% ↓	9.74% ↓
SEN Support	90.50%	63.15%	82.93% ↑		
FSM Ever6	81.00%	43.43%	80.27% ↓	47.03% ↓	13.97% ↑

Latest National DfE Attendance Rate for Special School >>> **87.10%**

Latest National DfE Persistent Absence Rate for Special school >>> **34.90%**

Special Schools	Latest National DfE Rates %		ESCC ACY25-26 September to December		
	Overall Attendance	Persistent Absence	Overall Attendance	Persistent Absence	Severe Absence
All Pupils	87.10%	34.90%	85.00% ↑	40.11% ↑	9.02% ↓
EHCP	87.64%	34.51%	85.21% ↑	39.73% ↑	8.48% ↓
SEN Support	67.38%	66.52%	0.00% ↓	#	#
FSM Ever6	85.63%	40.29%	81.73% ↑	48.21% ↓	12.12% ↓

Current National DfE Suspension Rate for Special School ACY24-25 >>> **5.22**

Current National DfE PEX Rate for Special School ACY24-25 >>> **0.03**

Special School	Latest National DfE Primary Rates %		ESCC ACY24-25 September to July	
	Suspensions Rate	Permanent Exclusions	Suspension Rate%ACY24-25	Permanent Exclusion Rate% ACY24-25
All Pupils	5.22%	0.03%	11.46% ↓	0.07% ↑
EHCP	5.01%	0.07%	8.78% ↓	0.07% ↑
SEN Support	9.31%	0.09%	0.00% ↓	0.00% ↓
FSM Ever6	7.23%	0.07%	17.38% ↑	0.15% ↑

Latest National DfE Suspension Rate for Special School >>> **5.06%**

Latest National DfE PEX Rate for Special School >>> **0.08**

Special School	Latest National DfE Rates %		ESCC ACY25-26 September to December	
	Suspensions Rate	Permanent Exclusions	Suspension Rate%ACY25-26	Permanent Exclusion Rate% ACY25-26
All Pupils	5.06%	0.08%	5.14% ↓	0.00% ↓
EHCP	5.01%	0.08%	5.05% ↓	0.00% ↓
SEN Support	9.32%	0.09%	#	#
FSM Ever6	7.24%	0.08%	6.75% ↑	0.00% ↓

# Schools White Paper: Every Child Achieving & Thriving

It aims to ensure that every child achieves high standards and thrives in school, with a strong focus on inclusion, excellence, and reducing inequalities. It aligns with proposed reforms to the Special Educational Needs and Disabilities (SEND) system.

[Read the White Paper](#)

The paper is focused around five key areas:

- High standards for every child, regardless of background
- Stronger inclusion within mainstream education
- Closing the attainment gap between disadvantaged pupils and their peers
- Early intervention and targeted support
- Accountability and transparency across the school system



Department  
for Education

## Every Child Achieving and Thriving

# SEND Reform: Putting Children & Young People First

It aims to transform how support is identified, provided, and funded, with a focus on early intervention, inclusion, and fairness. The government is seeking feedback before finalising legislation and policy changes.

[Read the SEND Reform consultation paper](#)

It's core principles include:

- Putting children and young people first, ensuring their education and wellbeing are central
- Strengthening inclusion in mainstream education where appropriate
- Providing early and timely support to prevent needs escalating
- Ensuring evidence-based and fair support applied consistently
- Improving collaboration between education, health, care services, and families



HM Government

## SEND Reform: Putting Children and Young People First

Government Consultation

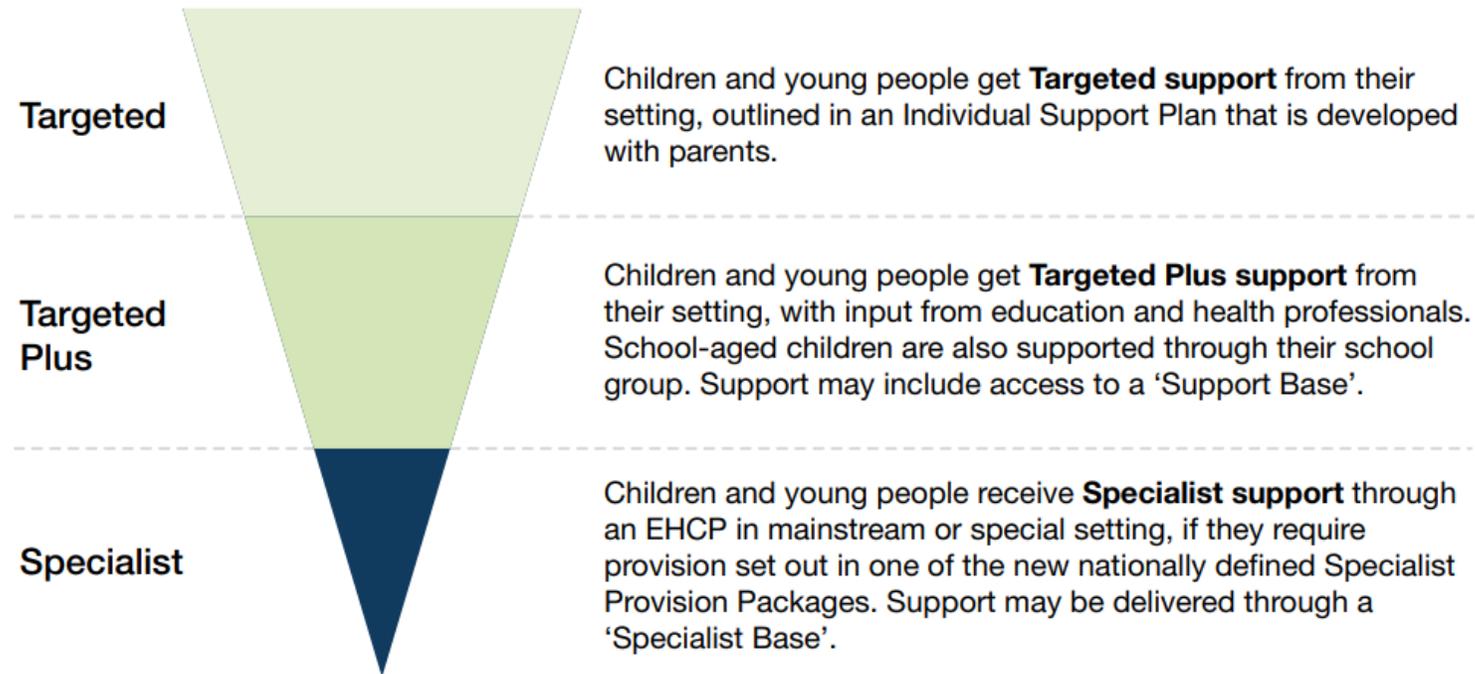
# Key changes to SEND support

- The new system will start with a universal offer of high quality teaching and support for all children – commonly occurring met in mainstream
- Three new layers of support – Targeted, Targeted Plus, and Specialist
- Individual support plans (ISPs) will outline day to day educational provision
- Schools to be supported by new ‘experts at hand’ service which will improve access to education & health professionals
- Inclusion bases will be expanded: support bases & specialist bases
- Nationally designed Specialist Provision Packages (SPPs) will guide eligibility for EHCPs and provision available to meet needs
- Where required, EHCPs will set out statutory entitlement as per SPPs, supported by ISP describing day to day provision



# Layers of Support

Figure 6: Layers of support



# Oversight & Accountability

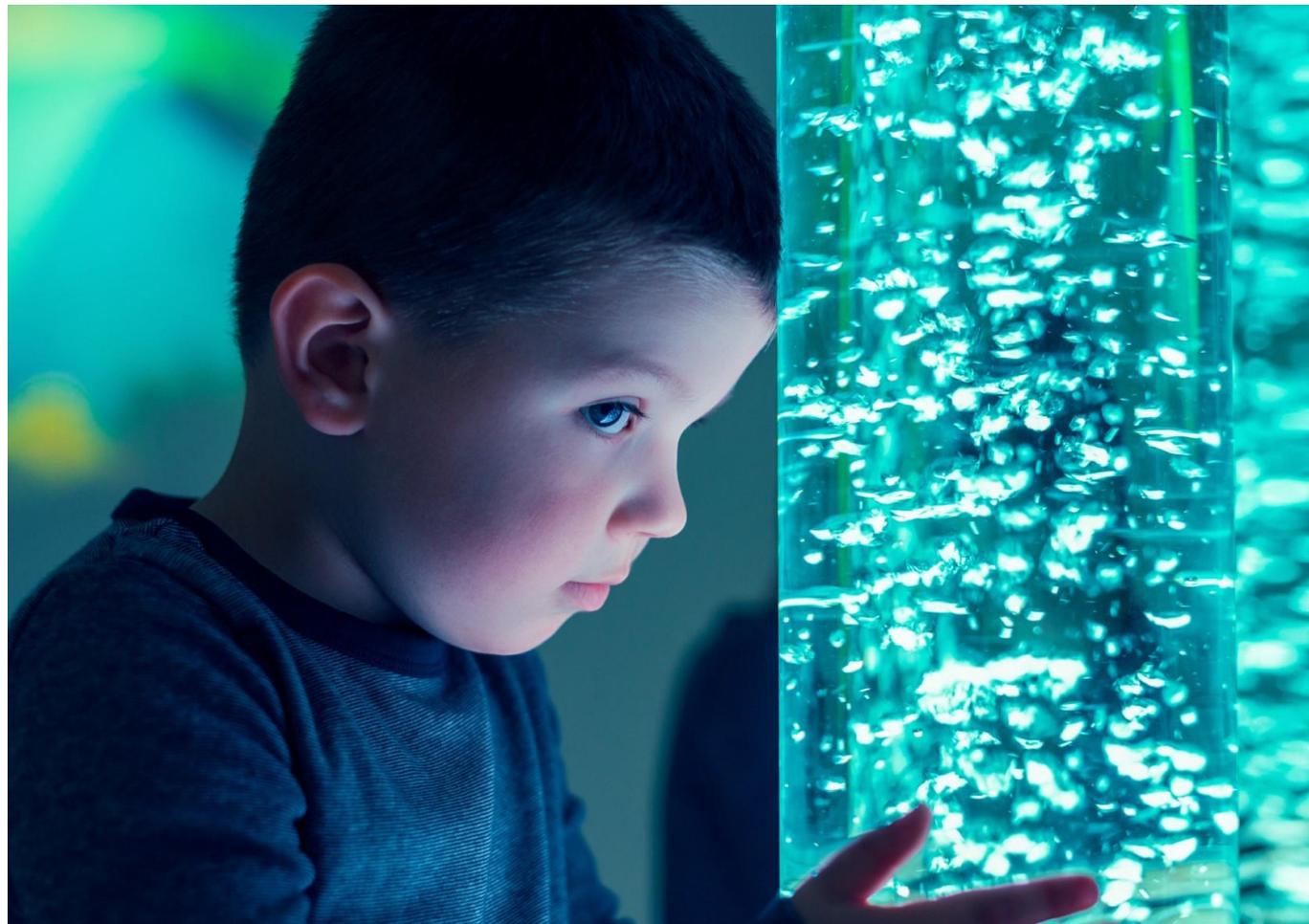
- Existing statutory code of practice will be updated
- Schools will have:
  - new duty to produce an annual inclusion strategy
  - direct responsibility for an inclusive mainstream fund
  - Requirement to ensure all staff receive training on SEND
- Via local groupings, schools to pool minimum level of funding to support less common needs fairly across the grouping
- Improved schools' complaints process & mediation offer
- Tribunals will remain but as a 'last resort' and will not be able to name a placement for a child
- Oversight and scrutiny of implementation of reforms via Children's Commissioner



# Opportunities & Risks

Opportunities	Risks
Improved outcomes for children & young people	Increased demand for EHCPs during transition
Improved inclusion & earlier support	Financial pressure & implementation complexity
System redesign & financial sustainability	Capacity challenges: LA & ICB
Clearer strategic role for LA	Burden on schools
Greater multi-agency collaboration	Specialist Provision Packages
Workforce development & capacity building	Stakeholder relationship risks

# SEND Reform: Implementation



# Local SEND Reform Plan

- In the new year, following publication of the schools white paper, we will ask every local area to produce a Local SEND Reform Plan, setting out how they will move to a new special educational needs and disabilities (SEND) system built on the 5 principles set out by the Secretary of State: early, local, fair, effective and shared.
- We will also ask, as part of the Local SEND Reform Plan, for more regular data submissions, focused on the key indicators of improvement. These will form a vital foundation for implementing SEND reforms in a way that reflects the unique contexts of local areas and is underpinned by data and evidence. Full details of expectations of these plans will be published alongside the schools white paper.



*‘We want all schools to be inclusive by design, so children in every corner of the country can have their needs met in their community’*

Joint letter from DfE/NHSE Dec 2025

# Change programme: preparation for reform



**Refine policy and inform how it could be rolled-out**



**Bring together evidence and examples of more inclusive systems**



**Provide actionable insight about the change journey locally**



**Build capacity for sector-led learning for future phases of reform**

# A whole system reform delivered in phases

## Role of the Change Programme:

The Change Programme is the 'design and test' element of national reform towards inclusive and sustainable systems.

Understanding how to design national changes to fit different local areas and the support required to move to more consistent provision nationally.

32

Local Authorities

in

9

Change Programme Partnerships



**Extend testing of inclusion support (2025/26)**

Bringing together the **national and local testing** of support for more inclusive systems via the Change Programme



**First phase of reform roll-out (2026-28)**

Using the early insight on implementation of change to **inform and enable adoption** more broadly alongside other system change



**Embed (2028+)**

Delivering **further phases of reform**, shaped by the progress and **maturity of change** in the earlier phases

# Universally Available Provision

## **1. Leadership including culture and ethos**

- Aspirations, values, promoting inclusion and inclusive practice
- Collaboration, co-production and communication

## **2. Teaching, Learning and Assessment**

- Curriculum Content
- High Quality inclusive Teaching
- Assessment and Progress

## **3. Belonging, Relationships and Wellbeing**

- MHEW
- Therapeutic approaches
- Behaviour – policies, reasonable adjustments
- Effective transitions starting school, between phases and between lessons/activities/home-school

## **4. Removing Barriers and Meeting Needs**

### **A. Environment**

- Learning Environment
- Communication environment
- Resources and Equipment

### **B. Physical/Sensory Including medical needs**

- Environments including lighting, furniture, sound, visual
- Meeting medical needs

## **5. Involving pupils, parents / carers and families and the wider community**

- Collaboration, co-production and communication
- Community Participation
- Links with ESCC

# Bringing together support & services for inclusion

Our nine Change Programme Partnerships will work together across local areas to test how they can strengthen inclusion across their education settings through a Local Inclusion Support Offer. Within this there are specific areas that DfE are funding local areas to develop consistently.

## Local Inclusion Support Offer prototyping

Local areas will create an inclusion support offer that creates or strengthens provision to bridge the gap between mainstream settings and specialist placements and services. Initially available to Early Years and Mainstream Primary and Secondary Schools, could also include Further Education settings. This service will improve whole-setting approaches. Settings will be equipped to provide a more inclusive and accessible offer, and CYP will have swifter access to specialist interventions where required.

### Use of Alternative Provision

This includes:

- Remodelling the use of Alternative Provision into a **3-tier model** of targeted interventions and ensuring **quality & value for money** of AP
- Testing the **Alternative Provision Specialist Taskforce** approach to multi-disciplinary support to schools.

### Specialist capacity within mainstream

This includes:

- Pilot sites for **Early Language Support for Every Child** to access universal & targeted speech & language support in EY and Primary
- Pilot sites for **Programme for Inclusion of Neurodiversity in Schools** improving awareness & support

### Extending mainstream practice & provision

This includes:

- LAs working with schools to expand the use of **Assistive Technologies**
- More coordinated local approaches to expanding **effective models for SEN Units or Resourced Provision**

# LISO Pilot: Phase 1

Pilot schools have selected small number of young people within their current cohorts with identified SEN where:

- Schools feel that they have done or are close to doing all that they can to support
- Current offer not meeting needs

## Pilot Schools

Group 1	Group 2
Heathfield Community School	Uckfield College
Cross in Hand	Manor Primary
Maynards Green	<u>Buxted CofE</u>
<u>Punnetts Town</u>	Bonnors



# East Sussex: Excellence for All

The local authority is the champion for children and young people, particularly the most vulnerable. In education, we work in partnership with schools, colleges, and settings across the system to achieve the best outcomes for all pupils in East Sussex. Education plays a vital role in the lives of children and young people and providers are at the heart of their communities.

## A collective vision

Our vision for the education system in East Sussex is that by 2030 all children and young people in East Sussex will be a part of an excellent, inclusive, and equitable education system. This system will foster a meaningful sense of belonging from Early Years all the way to post-16 provision.

Our partnerships across education remain one of our core strengths. This vision will bring further cohesion to that infrastructure and will strengthen further our multi-agency partnership working across education, health, care, and economy. This is particularly important to fulfilling our set of responsibilities relating to vulnerable children and young people, including those with SEND. Our work across children's services and with our wider partners will enable families and communities to build greater independence and resilience, to support our children and young people to be successful.

# SEND Strategy – Draft Structure

## SEND Strategy, 2026 - 2030

- High level vision document – setting out our ambition for children and young people with SEND in East Sussex and how we will work in partnership to achieve this
  - Vision statement
  - Overview of our partnership structure
  - For each theme: a summary of what the data tells us, why this is a priority, what the key areas of focus will be, what will impact look like

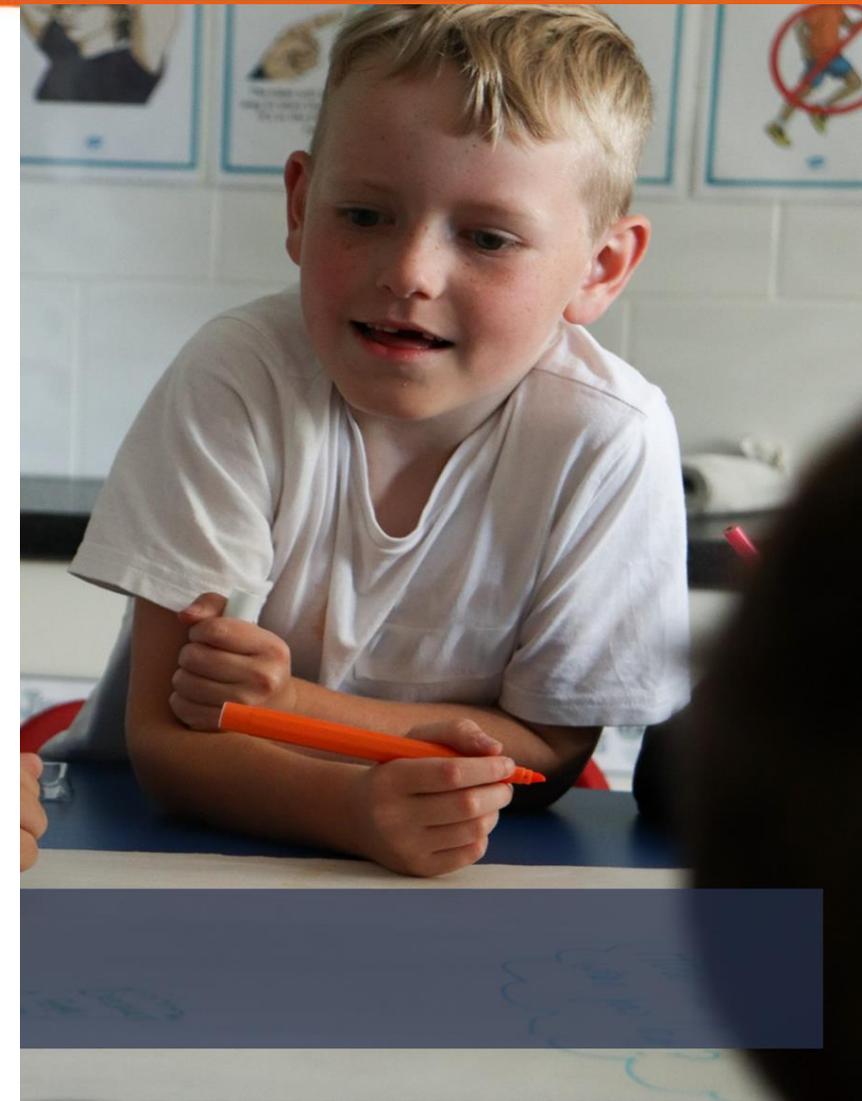
## Local SEND Reform Plan

- A separate more dynamic document that will be the action plan that sets out how the strategy will be delivered and includes our ASEND Improvement actions
- **AP Strategic Plan** – already in place and linked document



# Timeline

Key Milestones	Date
Joint Board	3 June
Internal sign off: ESCPF & ICB	tbc
SEND Strategy Governance Board	22 June
Lead Member Approval	13 July
Publish new strategy	1 September 2026



Any  
Questions?

