

The **RISE** Partnership



**RISE Partnership
Support Offer:
A Guide for 2025-2026**

Introduction

The RISE Lot 1 partnership is made up of:

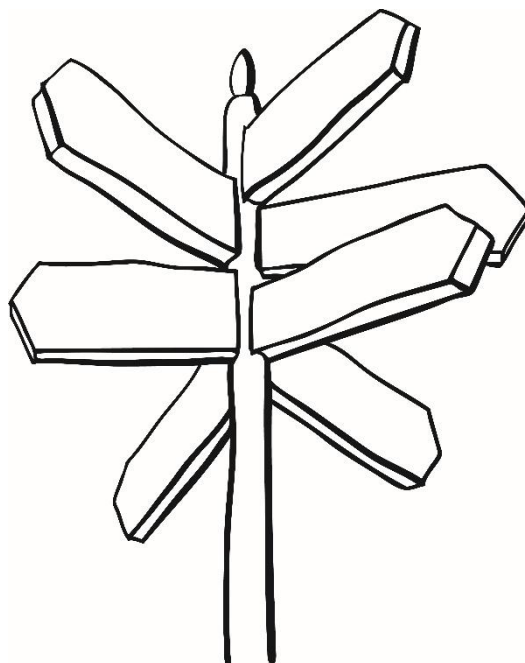
- Council for Disabled Children (CDC)
- National Development Team for Inclusion (NDTi)

This consortium offers bespoke support to local areas regarding the strengthening of SEND practice and processes at the strategic and operational levels. We are also able to work flexibly with internal and external colleagues to bring in additional expertise as required.

This document summarises frequent challenges faced by local areas, and the support offered by the consortium to address these challenges.

Please note, however, that this document is not exhaustive. Partners are keen to adapt approaches and/or develop new interventions as required to best meet the needs of each individual local area.

If you would like to discuss RISE support further, please speak to your DfE case lead, or contact the RISE team directly at RISE@ncb.org.uk



Common challenges and available support

The following challenges have been frequently identified in SEND Inspection reports. Click on each challenge to read more about the support available.

Interventions have been developed by consortium partners to address common challenges faced by local areas. In all cases, materials will need to be adapted in partnership with local leaders to reflect the circumstances of each local area. It is important to recognise them as a framework for support, rather than an off-the-shelf package.

1. [There is insufficient oversight of change in the SEND System](#)
2. [Outcomes are not embedded at the heart of decision-making](#)
3. [Co-production is insufficiently developed](#)
4. [Joint working/ joint commissioning is insufficiently developed](#)
5. [Impact is poorly understood/ data is under-utilised](#)
6. [Education, Health and Care Plans and processes are of poor quality](#)
7. [Social care is not sufficiently engaged in the SEND System](#)
8. [Preparation for Adulthood is not embedded](#)
9. [Local Offer websites are under-utilised](#)
10. [The Graduated Response/ Ordinarily Available Provision is under-developed/ under-utilised](#)

1. There is insufficient oversight of change in the SEND System

1.1 Developing a SEND Strategy

Supporting a local area to identify and draw together key ingredients for a SEND Strategy (strategic outcomes, principles, priorities, headline indicators).

1.2 Creating a change plan for specific priorities within local areas

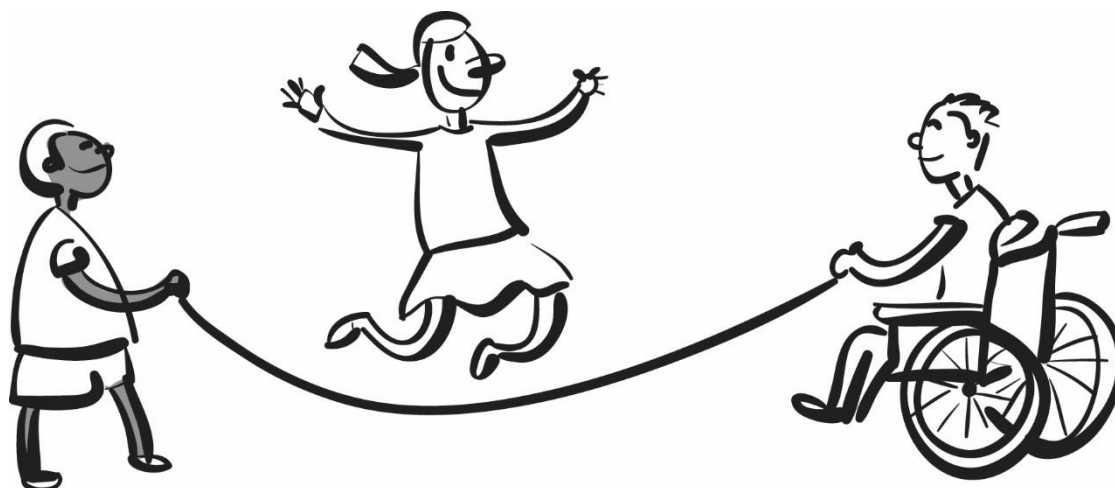
Smaller facilitated discussions with key stakeholders to probe and unpick 'tricky issues', with action planning for progress. Using 'Turning the Curve' methodology to explore data on a particular challenge and plan for progress (what is the data telling us? What is the story behind the data? What interventions would help?)

1.3 Analysis of Joint Strategic Needs Assessment documents (deskwork)

Reviewing a JSNA document against [CDC's criteria](#), based on statutory guidance.

1.4 Supporting a self-review of SEND in the Early Years

A self-review process which supports the local area to review the evidence, set priorities and draw up an action plan to address those priorities, specific to Early Years.



2. Outcomes are not embedded at the heart of decision-making

2.1 Developing a strategic outcomes framework

Sharing good practice examples, exploring 'the ingredients of a good life for a child or young person', identifying key outcomes statements and opportunities for further consultation.

2.2 Embedding the strategic outcomes framework across the SEND System

Exploring what the strategic outcomes framework means in different contexts and how different stakeholders will apply it in their work to create meaningful change.

2.3 Developing an outcomes-based approach to data

Presentations on taking an outcomes-based approach to data, identifying data indicators and a draft scorecard to demonstrate progress towards the strategic outcomes, with a focus on the lived experience of CYP and families.



Case Study: Outcomes-Based Accountability



3. Co-production is insufficiently developed

3.1 Developing a co-production charter

Identifying key principles and approaches for co-production for all agencies to sign up to. Repairing relationships and establishing and embedding ways of working that improve transparency, trust, and communication between parties.

3.2 Monitoring and evaluating co-production

Presentations on what is meant by monitoring, evaluation and accountability, identifying key data indicators and a simple framework for co-production, identifying opportunities for sharing findings with families and the workforce.

3.3 Developing the role of the practitioner/ professional in embedding co-production

Using the local co-production charter as a springboard for conversations on how different teams and individuals can embed co-production principles in their work.



[Our approach: Co-production in Service Design](#)



[What Works in SEND: Co-production literature review](#)



4. Joint working/ joint commissioning is insufficiently developed

4.1 Exploring strengths and challenges of joint commissioning locally

Exploring on-going and planned programmes of work and how they might be better streamlined/ supported through joint commissioning. Building relationships, communication and joined up working between services.



Our approach: Outcomes Based Commissioning

5. Impact is poorly understood/data is under-utilised

5.1 Developing an outcomes-based approach to data

Presentations on taking an outcomes-based approach to data, identifying data indicators and a draft scorecard to demonstrate progress towards the strategic outcomes, with a focus on the lived experience of CYP and families.

5.2 Developing a local SEND data dashboard

Drawing together existing and new data indicators to 'tell the story' of progress towards the strategic outcomes.

5.3 Exploring opportunities to hear the voices of children, young people and families

Identifying key points of contact with CYP (existing and new) and how they could be used to hear the lived experiences of CYP with SEND and their families, to inform decision-making and reporting on strategic outcomes.



Case study: SEND Data Dashboard

6. Education, Health and Care Plans and processes are of poor quality

6.1 Stakeholder-specific discussion sessions on strengthening the EHCP process (we recommend following these with multi-agency discussions)

- a) Supporting quality person-centred conversations
- b) Health advice
- c) Social care advice
- d) CAMHS and the EHCP process
- e) Focus on Preparing for Adulthood

6.2 Multi-agency discussion sessions on strengthening the EHCP process

Large scale workshops bringing together stakeholders from across the SEND System to identify strengths and challenges in local EHCP processes, with actions for progress.

6.3 Multi-agency discussion sessions on strengthening the Annual Review process

Large scale workshops bringing together stakeholders from across the SEND System to identify strengths and challenges in local annual review processes, with actions for progress.

6.4 Mapping and improving Quality Assurance processes

Bringing together stakeholders across the SEND system to map Quality Assurance tools, roles and responsibilities across the QA process, identifying strengths and challenges in the process, and opportunities and actions for progress.

6.5 Audit of EHCP sample (deskwork)

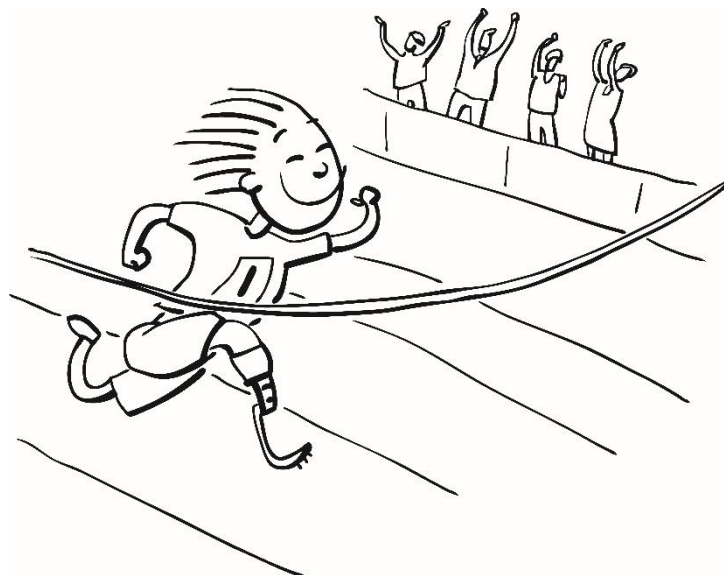
Reviewing examples of EHCPs from a local area, looking for good practice and common weaknesses, with a particular focus on the voice of the CYP and a drive towards outcomes.

6.6 Guided audit of EHCP sample

Supporting multi-agency attendees to look for good practice and common weaknesses in examples of local plans, with a particular focus on the voice of the CYP and a drive towards outcomes, then action planning for progress.



Our approach: Identifying pinch-points in the EHC Process



7. Social Care is insufficiently embedded in the SEND System

7.1 Developing a strategic vision for Social Care and SEND

Facilitated workshop with key strategic leaders across education health and social care to identify strategic impact and outcomes as part of a vision for social care and SEND; share national learning and co-develop a strategic action plan.

7.2 Supporting the development of the DSCO role

Support on recruiting and embedding the DSCO role, establishing a Social Care and SEND Champion Framework, and developing a Train the Trainer model.

7.3 Establishing a needs-led eligibility and decision-making

Developing proportionate and tailored pathways, implementing a needs-led eligibility framework, and embedding the role of social care within the SEND system.

7.4 Mapping Social Care provision

Identifying and strengthening the links between SEND Support, Early Help and the Local Offer, co-developing a shared vision and implementation plan for accessible short breaks, and developing a vision for SEND and Family Hubs.

7.5 Understanding Decision-Making, Capacity and the Liberty Protection Safeguards

Support to implement the LPS Systems Readiness Tool, embedding LPS in the local preparing for adulthood strategy, understanding the data: mapping the children and young people in scope of LPS, and aligning assessments and plans as part of the supported decision-making, mental capacity and LPS pathway.

8. Preparation for Adulthood is insufficiently embedded – preparation for adulthood cuts across all areas of the SEND arena. The PfA offer is always discussed with the Local Area requiring support, but the areas below give a flavour of the support that can be offered.

8.1 Strategic Planning for Preparing for Adulthood – using the PfA audit tool

Bringing together key stakeholders across the sector, including parent carers, to use the audit tool to capture the current PfA offer. The tool has been designed as an organic document that is RAG rated and used in an iterative process to measure the current offer, carry out a gap analysis and map progress moving forward. This session is best delivered face to face.

8.2 Developing a cross sector vision for PfA in the local area

Bringing key stakeholders (including strategic leaders) together to fully understand their vision for young people and their families and to action plan for next steps. This session includes parent carers and young people where possible and is best delivered face to face.

8.3 Understanding PfA

A basic awareness raising session on the four PfA outcomes and the evidence base for success.



8.4 Bespoke PfA training

Online training designed with key stakeholders within the LA to provide an opportunity to drill deeper into a particular challenge that the LA are facing and to provide some local solutions to support. Training could include:

- Mental Capacity Act and 16–18-year-olds
- Writing and reviewing PfA outcomes in plans
- Pathways to employment
- Understanding housing and support
- PfA and Health and Social Care, roles and responsibilities.

8.5 PfA and person-centred conversations

Working from a strengths-based approach – an online session using the lived experience of young people to fully understand how to ensure they are included in planning for their futures.

8.6 Young person's voice and co-production in plans

An online session using young people's experience of PfA around having their voices heard to inform decisions in their plans both personally and strategically.

8.7 Developing post-16 and post-19 support and pathways

Including SEND employment and career pathways.

8.8 Increasing understanding of participation and voice in PfA

Support to make use of person-centred planning approaches and tools.

9. Local Offer websites are under-utilised

9.1 Review of the Local Offer website

Focusing on Preparing for Adulthood Pathways and accessibility for children, young people, and families.



10. The Graduated Response/ Ordinarily Available Provision is under-developed/ under-utilised

10.1

A series of 3 workshops bringing together the local authority, schools (including academies) and parent carer representatives to strengthen and develop the local Ordinarily Available Provision framework.

10.2 SENDCo Facilitated conversations

Bringing together school leaders on inclusion to explore strengths, challenges, and barriers hindering strategies and frameworks being further embedded. Listening to the experiences of school staff leading on inclusion, beginning to build a shared vision on improvements that could be most helpful.

10.3 How to engage MATs and schools

Learning from good practice regarding Ordinarily Available Provision, discussing and identifying effective ways to support practitioners in understanding and effectively implementing the OAP strategy.

10.4 Specialist teaching teams and their role

Explore the role of specialist teaching teams (or similar) and develop resource mapping or role descriptors to enable them to effectively support a range of schools and settings.

10.5 Inclusion in schools

Developing a shared vision for improving inclusion in educational settings across the local area, bringing together key stakeholders develop shared approaches to inclusion, explore where good practice exists in the local context and consider ways to disseminate and embed good practice.