

SE19 Inclusion Community of Practice, September 2026

WWW.SESLIP.CO.UK

1	Welcome and Introductions	10.00am
2	SE19 Inclusion Community of Practice – the journey so far	10.10am
3	What happens next: 2026/27 Mainstream Inclusion Project	10.15am
4	SEND Reforms Timeline	10.20am
5	Experts at Hand *"Musts"*	10.35am
6	Experts at Hand Readiness Survey Analysis & Reflections	11.05am
7	Pulse Survey	11.35am
8	Look ahead to upcoming activities	11.55am
9	Close	12.00pm

SE19 Inclusion Community of Practice

The Journey so far....

SESLIP
South East Sector Led Improvement Programme



What happens next, and when?

THE PLAN TO APRIL 2027, *FOCUSED ON REFORMS, RESPONDING TO HAS BEEN ASKED FOR*

Set up & share
Jul–Sep 2026

Starting with a focus on Experts at Hand

- **Examples:** examples of how other areas run EAH by the end of the autumn term
- **Working sessions:** two or more EAH task and finish sessions, with learning shared at SEND Forum

Test & check
Oct–Nov 2026

- **Cluster peer learning:** Community of Practice sessions in September, November and March
- **Comparable data:** agreed measures, so areas can see how they are doing against each other on key SEND Reforms

Show & prove
Dec–Mar 2027

- **Checking quality:** a quality framework for Inclusion case studies, co-produced with the DfE and regional partners
- **Shared comms and workforce:** wording for schools and families, plus workforce planning templates
- **More examples:** three case studies, at least one from a school or provision, shared widely

Celebrate & report
Apr 2027

- **Reporting back:** a whole-day celebration event in February and the final report in April

Talk about: bringing more education partners into the community of practice – how can we do this well?



SEND Reforms Timeline

SEND Reform Timeline

THE OVERVIEW

	Spring / Summer 2026	2026-27	2028 (approx.)	2029-2030	2030-2035
REFORM PROPOSAL	Proposal consultation launch (no legal change)[1] Code of Practice review IMF methodology published[2] Pupil engagement framework launched[3] LA SEND Reform documentation launched[4] Specialist packages headlines released[5] Experts at Hand guidance released, including funding rates.[6]	Draft bill to parliament Experts at Hand initial roll-out National guidance on inclusion bases in schools published[7] IMF documentation launched.[8] Specialist packages details launched	Inclusion standards launched Tiered support plans start - initial roll-out of Individual Support Plans (ISPs) Workforce training / career pathways in LAs and MATs Revised Code issued	Specialist packages in place	Inclusive system realised: • Fewer EHCPs • ISPs fully in place • Stronger inclusion • Tiered support • MATs become the SEND systems leaders Phase transfer EHCP reviews Transition reviews consider continuation of plans

SEND Reform Timeline

FOR SCHOOLS

	Spring / Summer 2026	2026-27	2028 (approx.)	2029-2030	2030-2035
ACADEMY / TRUST / SCHOOL CONSIDER-ATIONS	Agree IMF methodology. Initial procurement following discussion with Heads. Launch / embed Update OAP, child development Scorecards / assessment calendar / Inclusion report 26-27 to reflect group outcomes (E / K, PP, etc): Insight DfE Staff Training programme, details due imminently[9] Governor / Trustee briefing / training Attend working / co-production parties	Embed OAP: coaching Site / capital / PAN strategy for estates including inclusion bases in all schools – x-ref with guidance when out. (Expectation that some students will need fulltime access to these rooms, which could affect space.) Trial of proposed new ISPs. X-reference existing school systems with the inclusion base guidance. All IMF / Inclusion strategy docs on website 12.26 (x-reference with Pupil Premium) SENDCo job description / capacity review. Review interventions / deployment of (HL)TAs (impact) Adaptive teaching focus: reduction in SEND registers 2027: MAT level inspections	(Inclusion bases in all primary schools, matched to new guidance) ISPs likely to form part of inspections Monitor SENDCo workload Prepare for revised SEND Code of Practice. Risk assess potential loss of top-up against local funding models (secondary) Workforce career pathways in place	Inclusion base in secondary[3] to correspond with first high needs learners transferring in 2030 ISPs considered in inspections Secondary Total Communication adaptations, staffing, curriculum, journey to adulthood overview TofD / PD teacher review in line with specialist packages	Potential elements of statutory supported by Trusts, possibly through EaH model. Could include: • Panel • Process for funding related to individuals • Transition out mechanism for the specialist packages • QA of ISPs

SEND Reform Timeline

FOR SCHOOLS: OTHER AREAS OF INCLUSION

	Spring / Summer 2026	2026-27	2028 (approx.)	2029-2030	2030-2035
OTHER INCLUSION AREAS	April 2026: RPI (statutory) changes[11] KCSiE consult Benedict's Law consult[12] NHS clusters (ICB)[13] New PP guidance issued[14] Children's Wellbeing and Schools Act 2026[15] Updated SRE.[16] Suspension / exclusion guidance updated. [17] Curriculum and assessment review published. [18]	Final KCSiE in place[19] Sept 2026: RPI policy and all staff training in place Benedict's Law statutory guidance[20] EEF Guide to Inclusive Teaching[21] PP report to provide measurable outcomes and evidence-based strategies Unitary authority announcements Updated SRE curriculum in place 01.09.26. Social media ban in place. Draft reviewed NC published 09.26, final published Spring 2027.	Parental voice, reassurance and communication New National Curriculum in place	Phased roll-out of reformed GCSE and qualifications	

Experts at Hand "*Musts*"

SESLIP
South East Sector Led Improvement Programme



This extract summarises the aspects of the guidance released that are **“musts”** and therefore local areas have an obligation to meet. The remainder of the guidance is just that – guidance.

Accountability must be explicit across the local partnership

GOVERNANCE

Local areas will need to establish a clear governance and accountability arrangement, as part of the local area partnership board.

This **MUST** include a named local authority based Senior Responsible Owner (SRO) with responsibility for delivering the Experts at Hand offer, and a relevant senior representative from the integrated care board.

The offer must add to—not replace—EHCP support

ADDITIONALITY FROM E@H

The offer aims to remove barriers to access, enabling children and young people to achieve and thrive in education. It is designed to deliver responsive support to mainstream settings, and **MUST** be additional to, and not replace, support provided through an education, health and care plan (EHCP). Funding **MUST** not replace existing provision.

Funding must expand capacity without displacing existing services

ADDITIONALITY FROM E@H — CONTINUED

The Experts at Hand offer **MUST** be additional to such existing statutory and one-to-one support, and specialist level pathways for services such as speech and language therapy and occupational therapy. This means that one-to-one support specified in an EHCP is not within the scope of the provision delivered through Experts at Hand. Local areas **MUST** demonstrate that the Experts at Hand offer increases overall capacity rather than displacing or replacing existing services.

Experts at Hand funding **MUST** be used to provide additional capacity and should not be used to replace, displace or reduce existing health or education interventions or funding commitments.

The workforce must add both health and education capacity

WORKFORCE

The Experts at Hand offer **MUST** make available additional health professionals (including therapists, support workers, and assistants) and specialist education professionals (including trainees and assistants).

Local areas will also be able to use the Allied health professionals' support worker competency, education and career development framework. This provides guidance on training, education and competencies for the allied health professional support worker or assistant workforce, including speech and language therapists and occupational therapists that **MUST** be part of the Experts at Hand workforce.

Commissioning MUST be joint across local SEND arrangements

COMMISSIONING E@H

The Experts at Hand offer **MUST** be commissioned jointly by local authorities and integrated care boards within the local area SEND partnership joint commissioning arrangements.

Access must be clear, diagnosis-free and measurable

ACCESS TO E@H

Local area partnerships **MUST** provide clear routes for mainstream education settings to access specialist support from a range of experts across education and health.

A diagnosis **MUST** never be a prerequisite for accessing Experts at Hand support.

Access to support across all early years, primary, secondary and post-16 education settings **MUST** be defined and measurable. Indicators should capture both the volume of support delivered and the level of engagement from settings, enabling assessment of reach and equity.

ADVANCED PRACTITIONER FOR SALT

(Note: there is a Phase One early adopter pilot in place with rest of LAPs to join in Phase Two)

Those applying for the role **MUST**:

- be a speech and language therapist registered with the Health and Care Professions Council
- have significant experience of leading and delivering services that work with children, young people and their families in education settings across targeted and specialist levels of intervention

Delivery must reflect population, geography and future demand

TAILORING E@H TO LOCAL AREA

Local area partnerships **MUST** have a robust understanding of their population and its needs, including patterns of demand and how these may change over time. This should reflect the current and future (for local government reorganisation areas) circumstances of the local area, including geography, size, the make-up of the education system, variations in need such as rural and coastal deprivation. This understanding should inform a flexible, locally determined approach to delivery, recognising differences in workforce capacity, access to services and that the type, frequency and intensity of support to mainstream settings will vary according to local need.



Next Steps

- Experts at Hand Survey
- Community of Practice and proposal for a dedicated group regarding Experts At Hand
- Opportunity to share job descriptions and different operational models
- Consideration of how we effectively measure impact of EAH
- What else would you find helpful?

Experts at Hand Readiness Survey

SESLIP
South East Sector Led Improvement Programme



WWW.SESLIP.CO.UK

Why we ran this survey, and a BIG thank you!

WHY WE ASKED

- Experts at Hand asks a lot of us: getting help into schools quickly, without it all going through an EHCP.
- We wanted a shared picture of where we are all up to, and what is getting in the way.
- It covered readiness, the offer, governance, delivery models, staffing, getting help to settings, and working with schools and families.

WHO ANSWERED, AND THANK YOU!

- **16** local area partnerships responded
- Each scored themselves across seven sections and told us what would help most
- Six areas also offered to share models and materials they have already built
- **Thank you to everyone who took the time.**

What you told us

IN YOUR OWN WORDS

"Supportive peer observations, and direct work based from assessments, building confidence in mainstream settings, is key to making this successful."

"Hub and spoke model from a single 0–25 SEND centre of excellence with a co-located multi-professional team. Central triage process, with partnership governing body."

"Settings feel that there is almost too much training out there. They have asked for a focus on coaching and embedding practice learnt through training."

"COP is a model we have tried and it has been highly impactful and we want to build on this. This has involved family and young-person-led learning."

"Regional support would be most helpful in the form of shared resources, templates and training materials that can be adapted locally, reducing duplication and enabling more consistent implementation."

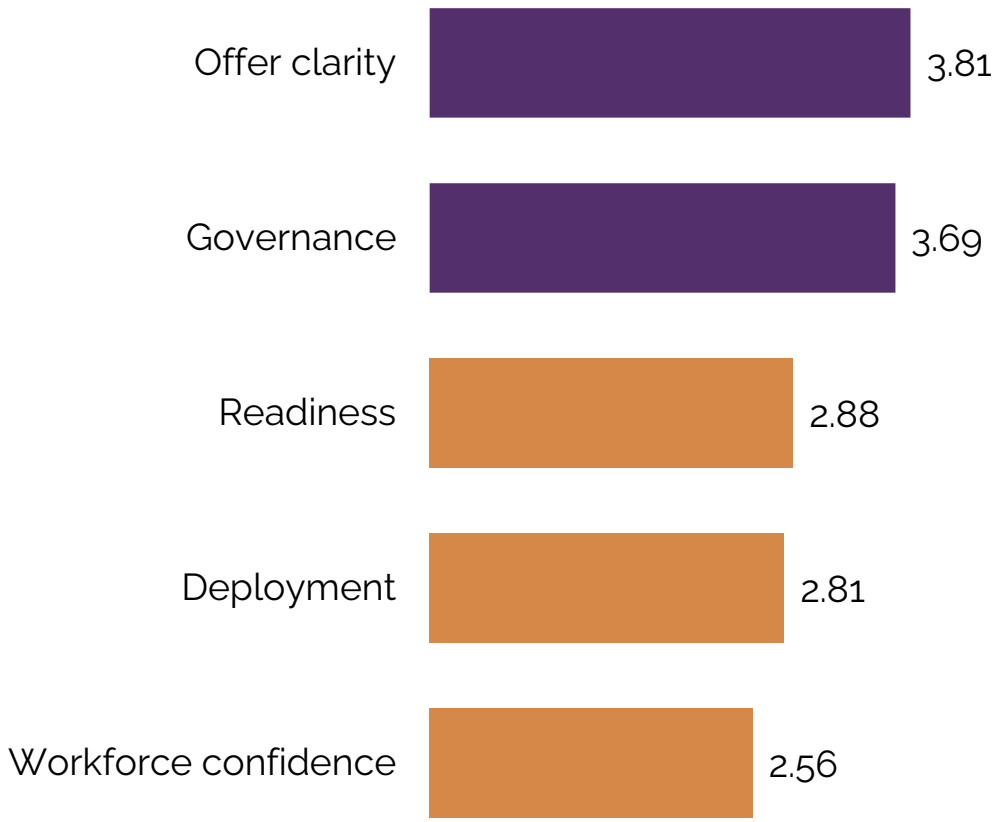
Talk about: which of these sounds most like your area?

Good plans, not enough people

WHAT PEOPLE TOLD US

- Areas are clear about what they are offering, and how it is run.
- Being ready to start, getting people out to schools, and having enough specialists all score much lower.
- The ideas are there. Making them work week in, week out is the hard part.
- ***Talk about:*** where do you see the gap between the plan and what actually happens?

EVIDENCE: MEAN READINESS SCORE (0–5)

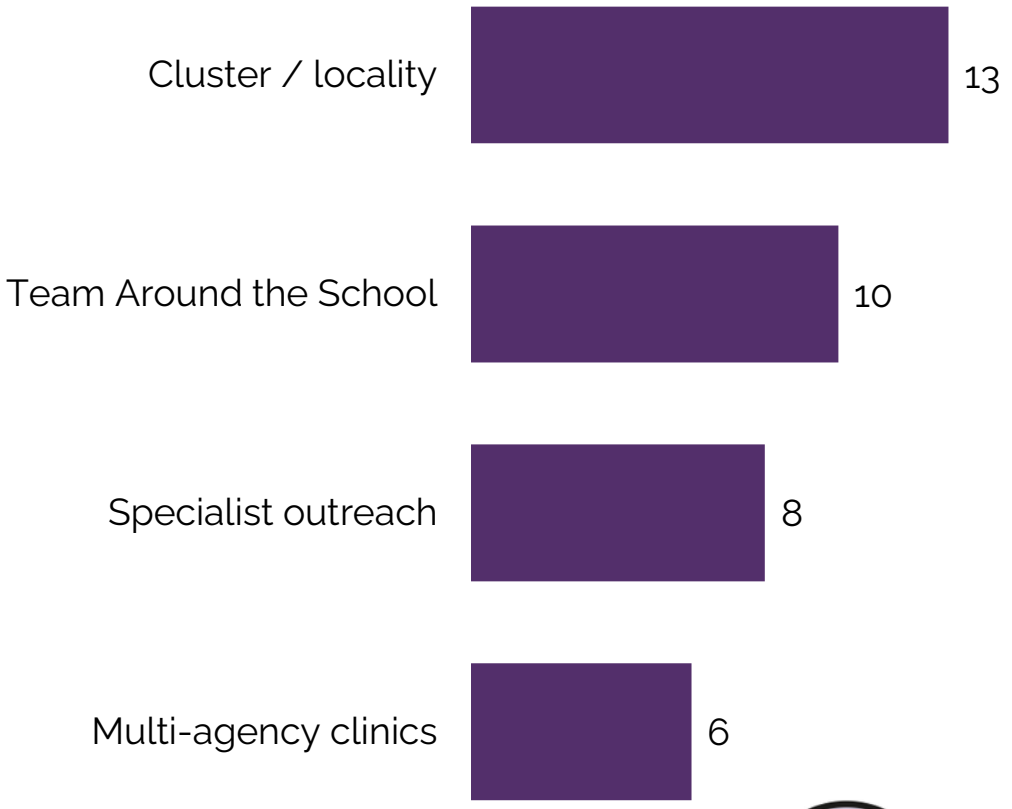


How areas are setting things up

WHAT IS BEING BUILT

- Most areas are working through clusters or localities.
- Many pair that with a team around the school, or specialists going out to settings.
- Nobody is being told to use one model, but a lot of us are making the same choices.
- ***Talk about:*** which part is already working where you are, and which part still needs thinking through?

AREAS USING EACH MODEL (OF 16)



Not enough specialists

WHAT PEOPLE TOLD US

- Every area said educational psychology is a worry.
- Therapy waits, hard-to-fill posts and a national shortage all slow things down.
- Statutory work keeps pulling staff away from early help and inclusion.
- ***Talk about:*** if specialist capacity does not grow, what do we stop, change or share?

WHAT AREAS FLAGGED

- EP capacity: 16 of 16 areas
- National shortage: 14 of 16
- Hard to recruit: 14 of 16
- OT and speech and language: 13 of 16 each
- Half of areas scored their specialist capacity low

Getting help to schools, in practice

WHAT PEOPLE TOLD US

- Who gets seen first, and by whom, decides whether schools get help in time.
- Supervision, chasing things up and knowing who does what is what makes it stick.
- Everyone needs to know where this sits alongside statutory work.
- Areas scored this 2.81 out of 5; six areas scored it 1 or 2.
- ***Talk about:*** what should we agree across the region, and what is better left local?

HOW A REQUEST TRAVELS

Request from setting

Triage and prioritisation

Specialist intervention

Supervision and role clarity

Follow-up in setting

Outcome and review

Schools unsure, families further behind

WHAT PEOPLE TOLD US

- Schools do not all understand what is on offer or how to ask for it.
- Confidence in talking to parents and carers is the lowest score in the survey.
- Not one area felt confident about talking with parents and carers.
- People want plain, shared wording: what the help is, how to get it, how it fits with EHCPs and what to expect.

WHAT THE SCORES SHOW

- Some schools understand the offer: 2.94 out of 5
- Talking with parents and carers: 2.50 out of 5
- ***Talk about***: what is the one thing schools and families keep hearing differently?

Learning that changes practice

WHAT PEOPLE TOLD US

- People want someone to show them, work alongside them and keep checking in — not another training day.
- Build it round real children and real cases, in the setting.
- Show it, try it, coach it, watch it, talk it through.
- ***Talk about:*** how do we free up time for coaching, and how do we know practice has actually changed?

WHAT PEOPLE ASKED FOR

- Someone modelling or observing: 12 of 16
- Coaching: 11 of 16
- Groups to learn together: 9 of 16
- Being able to ask a specialist: 9 of 16

Things we can already share

WHAT AREAS OFFERED

- Six areas offered to share what they have built.
- West Sussex, Brighton and Hove, Bracknell Forest, Reading, Hampshire and Southampton.
- We will check with each area first before sharing anything more widely.
- ***Talk about:*** which would be most useful to hear about in full?

WHAT IS ON OFFER

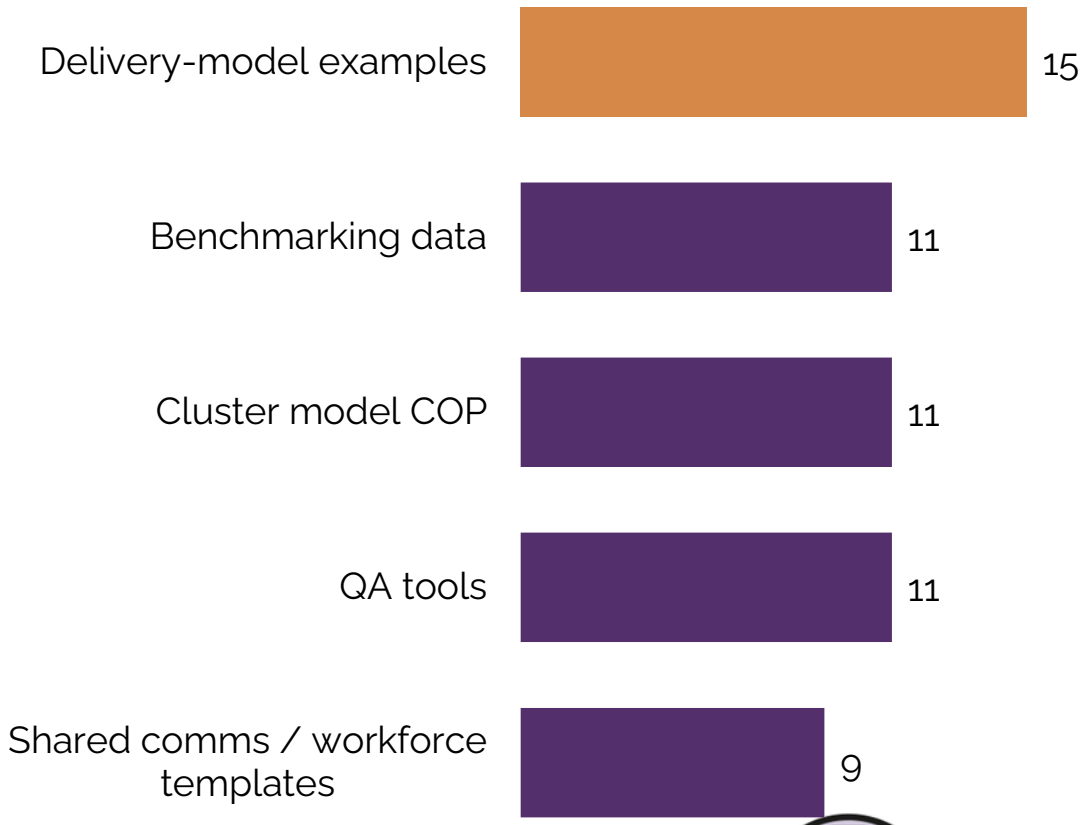
- Cluster models and how requests are handled
- The RISE model
- Reform plan material
- Work done with parents and carers

What areas want from each other

WHAT PEOPLE ASKED FOR

- **Most of all**: real examples of how other areas run this.
- Then numbers we can compare, ways to check quality, and time with people running clusters.
- People want sessions where we work things out together, not sit and watch slides.
- ***Talk about:*** what could we build together that would save you the most time in the next two months?

WHAT AREAS ASKED FOR (OF 16)



How we will know EAH is working?

WHAT WE COULD LOOK AT

- Who is getting help, how schools and families find it, and whether practice changes.
- Then the things that matter for children: being in school, staying in school, fewer repeat requests.
- A short check-in after each session helps, but people liking a session is not the same as it making a difference.

THINGS WE COULD COUNT

- How many schools use it, and how often
- How confident staff in settings feel
- What parents, carers and young people say
- What is seen in classrooms
- Attendance, exclusions, repeat requests, EHCP numbers
- ***Talk about:*** what could every area report?



Reflections on the EAH survey findings



Pulse Survey

Tell us how it's going and what we can improve

WWW.SESLIP.CO.UK

Look ahead to upcoming activities

SESLIP
South East Sector Led Improvement Programme



SE19 Inclusion Community of Practice

For details of upcoming events and to join the mailing list, email:

sonia.dayal@sdsa.net

