AUGUST 12, 2026

SBC SEND TRANSFORMATION PROGRAMME

Recommended Integrated Delivery Plan following completion of the 12-week SEND banding framework, Exemplars and SBC cost library project

ANNEMARI OTTRIDGE AND KATE STRADLING
SWINDON BOROUGH COUNCIL
SEND Consultants

Implementation Action Plan

Dear Reader,

This document brings together the proposed roadmap, detailed actions, timeline and milestones, together with the main delivery risks and practical mitigations. It is written to support handover to SBC and to provide a clear basis for the next phase of transformation.

The completed project outputs and design foundations are drawn from the delivered project artefacts. The detailed timeline, milestones, ownership suggestions, and implementation of sequencing in this document are proposed recommendations for SBC to adopt and refine during handover planning.

We would like to take this opportunity to thank SBC for the opportunity to work alongside the team on this important piece of work. It has been a genuine privilege for us to support the development of a system that is so clearly focused on improving outcomes for children and young people. We have both thoroughly enjoyed working with colleagues across education and have been consistently impressed by the level of commitment, openness and ambition within Swindon.

This programme has been shaped through collaboration, challenge and shared learning, and we feel confident that the foundations now in place provide a strong basis for sustainable transformation over the coming years. We look forward to seeing how this work continues to evolve and embed across the system.

Annemari Ottridge

Kate Stradling

Contents

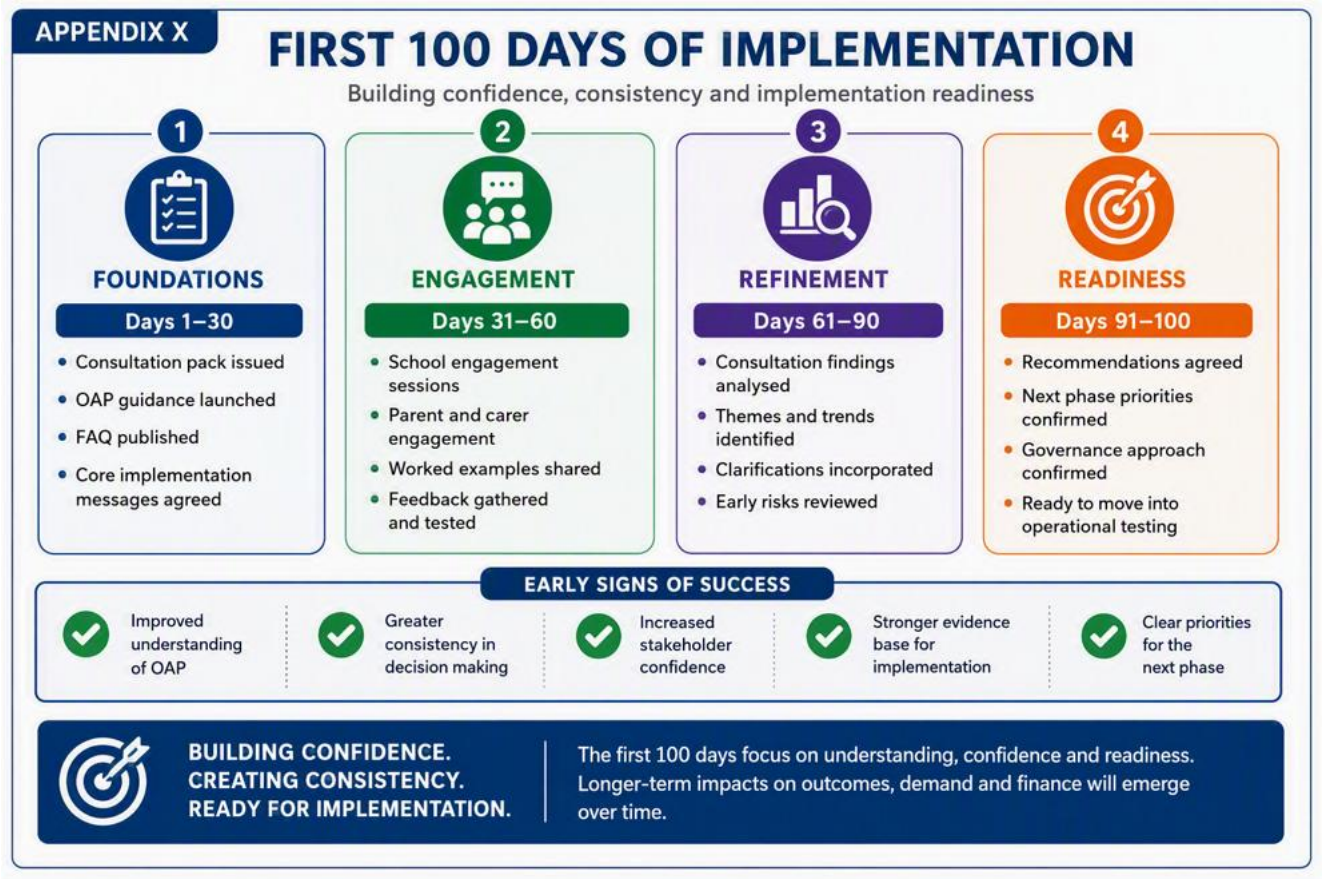
1. Executive Summary 4
2. End of Project Position 5
3. Programme Principles 5
5. Detailed Milestones 7
6.1 Phase 1 – Consultation, OAP, Reviewed Banding Framework and Monetary Values 8
6.1.1 Key actions 8
6.1.2 Suggested action plan and sequencing 8
6.1.3 Milestones for this phase 10
6.1.4 Key risks and mitigation in delivery 10
6.1.5 Early signs of success 10
6.2 Phase 2 – Refinement, OAP for Specialist Settings and Pilot Review Practice 10
6.2.1 Key actions 11
6.2.2 Suggested action plan and sequencing 11
6.2.3 Key deliverables 11
6.2.4 Milestones for this phase 11
6.2.5 Key risks and mitigation in delivery 12
6.3 Phase 3 – ISP Framework Development and Consultation 12
6.3.1 Key actions 12
6.3.2 Suggested action plan and sequencing 12
6.3.3 Key deliverables 13
6.3.4 Milestones for this phase 13
6.3.5 Key risks and mitigation in delivery 13
6.4 Phase 4 – Digital Transition – SBC Cost Library System 14
6.4.1 Key actions 14
6.4.2 Suggested action plan and sequencing 14
6.4.3 Key deliverables 14
6.4.4 Milestones for this phase 15
6.4.5 Key risks and mitigation in delivery 16
6.5 Phase 5 – Full System Rollout (All Areas) 16
6.5.1 Key actions 16
6.5.2 Suggested action plan and sequencing 16
6.5.3 Key deliverables 16
6.5.4 Milestones for this phase 17
6.5.5 Key risks and mitigation in delivery 17

6.5.6 Evidence sources during roll out 17
6.6 Phase 6 – Sustainability and Alignment to National Reform 17
6.6.1 Key actions 17
6.6.2 Suggested action plan and sequencing 17
6.6.3 Key deliverables 18
6.6.4 Milestones for this phase 18
6.6.5 Key risks and mitigation in delivery 18
7. Cross-Cutting Enablers 19
8. Quick Reference – Programme-Level Risks 19
10. Concluding Position 21
PAGEREF _Toc237423499 \h 11. Appendix – Source Basis and Recommendation Note 22

1. Executive Summary

SBC is now in a strong position. The completed 12-week project has established a tested banding framework, an SBC Cost Library model, exemplar materials and operational guidance linking need, provision and funding. The next step is implementation: moving from a completed project into a confident, agreed and sustainable local system. This plan sets out a phased transformation approach over the next 24 months, followed by a longer-term sustainability and reform alignment phase through to 2030. It is designed to balance clarity, pace and confidence, with enough structure to support disciplined delivery while still allowing SBC to refine detail through governance.

Although the programme spans 24 months, meaningful implementation milestones are achieved throughout the first year, with consultation, OAP implementation, specialist guidance, pilot activity and operational framework development completed within the first eight months. Where consultation outcomes, stakeholder confidence and operational readiness are stronger than anticipated, opportunities to accelerate elements of the programme may be considered through established governance arrangements. The first six to twelve months should be viewed primarily as a system implementation and confidence-building period rather than an outcomes evaluation phase. Early success will be evidenced through stakeholder engagement, improved consistency of decision-making, increased clarity around OAP and stronger moderation practice. Changes in demand patterns, EHCP activity, placement trends or financial impact may take longer to emerge and should not be used as sole indicators of programme success.



2. End of Project Position

- Tested banding framework aligned to Levels 0-4 and Bands 0-10
- SBC Cost Library model linking provision components and funding logic
- Full exemplar suite acorss needs and phases
- Cosultation-ready materials and Cabinet framing
- Project assurance and testing completed

3. Programme Principles

- Clarity first – particularly around Ordinary Available Provision (OAP/Level 0).
- Need before money – every conversation should run need → provision → funding.
- Pilot before scale – use controlled testing before wider rollout.
- Exemplars over theory – practical examples should anchor interpretation.
- Moderation protects consistency – drift is managed through regular quality assurance.
- The digital system should support professional judgement, not replace it.

4. What Has Been Achieved vs What Is Still To Be Done

Already completed	Still requires implementation
Banding Framework testing	Workforce embedding
Cost Library model developed	Training and consistent application
Exemplars developed and modified	Training and consistent application
Operational guidance	Behavioral and culture change
Consultation materials	System wide confidence
Re-evaluation of higher banding values sense tested	QA and moderation

4. Programme Timeline Overview

Phase	Timing	Primary Focus	Key Milestone	Lead Responsibility (Suggested)
Phase 1	Months 0–4	Consultation, OAP, Reviewed Banding Framework and Monetary Values	Month 1: Consultation pack signed off and issued	SEND Transformation Board; SEND strategic lead; school engagement lead; communications lead
Phase 2	Months TBC	Refinement, OAP for Specialist Settings and Pilot Review Practice	Month 5: Refined framework and values agreed in draft	SEND strategic lead; special school / specialist settings lead; EHCP review lead; moderation chair; finance lead
Phase 3	Months 8–14	ISP Framework Development and Consultation	Month 9: Draft ISP framework completed	SEND practice lead; EHCP / review lead; parent engagement lead; school pilot leads
Phase 4	Months 10–18 (overlapping with Phase 3)	Digital Transition – SBC Cost Library System	Month 10: Functional specification signed off	Digital lead; SEND system owner; data and governance lead; operational user group
Phase 5	Months 15–24	Full System Rollout (All Areas)	Month 15: Full rollout plan and sequencing confirmed	Programme delivery group; SEND operational managers; school implementation leads; quality assurance lead
Phase 6	Month 24 onwards to 2030	Sustainability and Alignment to National Reform	Year 3: First annual reform alignment review completed	SEND Transformation Board; inclusion lead;

				sufficiency lead; workforce lead

5. Detailed Milestones

Milestone Point	Expected Position
Month 1	Consultation materials issued and OAP narrative launched
Month 4	Consultation findings completed
Month TBC	Specialist settings OAP guidance completed
Month 7	KS2–KS3 review pilot launched
Month 8	Operational framework and Cabinet decision paper completed
Month 9	Draft ISP framework completed
Month 12	Refined ISP framework agreed
Month 16	Digital system ready for go-live decision
Month 20	Full rollout complete across priority areas
Month 24	Annual review cycle and first impact report completed

6.1 Phase 1 – Consultation, OAP, Reviewed Banding Framework and Monetary Values

Timing: Months 0–4

Purpose: To build shared understanding, confidence and legitimacy around a single local system before formal adoption.

Expected Leader Questions examples (A full version of these can be found in FAQ pack Aug 2026 within consultancy paperwork).

- Is this a funding reduction exercise?
- Will schools lose money?
- Are thresholds changing?
- Is OAP replacing EHCPs?
- Are we making access harder?

Consultation is intended to test understanding, implementation practicality and confidence in the framework. Feedback will be considered carefully and may inform refinement; however, changes should be driven by evidence, consistency and operational viability.

6.1.1 Key actions

1. Publish consultation materials that bring together OAP (Level 0), the reviewed banding framework, monetary values by band, provision expectations and exemplars.
2. Run a structured engagement programme with headteachers, SENCOs, parents and carers, health and care partners, and Schools' Forum / finance leads.
3. Use worked examples and exemplars to keep the conversation anchored in need, provision and outcomes before funding.
4. Capture consultation feedback in a way that distinguishes between issues of clarity, confidence, affordability and implementation practicalities.

6.1.2 Suggested action plan and sequencing

Action	Suggested timing	Suggested owner	Success indicator
Publish consultation materials that bring together OAP (Level 0), the reviewed banding framework, monetary values by band, provision expectations and exemplars.	Month 1	SEND Transformation Board; SEND strategic lead; school engagement lead; communications lead	Required materials or framework element completed and ready for use
Run a structured engagement programme with headteachers, SENCOs, parents and carers, health and care partners, and Schools' Forum / finance leads.	Month 2	SEND Transformation Board; SEND strategic lead; school engagement lead; communications lead	Stakeholder engagement / testing completed with usable feedback captured
Use worked examples and exemplars to keep the conversation anchored in need, provision and outcomes before funding.	Month 4	SEND Transformation Board; SEND strategic lead; school engagement lead; communications lead	Operational practice tested and translated into next-stage refinement
Capture consultation feedback in a way that distinguishes between issues of clarity, confidence, affordability and	Months 0–4	SEND Transformation Board; SEND strategic lead; school engagement lead; communications lead	Outputs approved and ready to move into the next phase

implementation practicalities.			

Key deliverables

- Consultation pack and engagement materials
- OAP Level 0 guidance for all settings
- Consultation feedback report
- Refined FAQ and engagement summary

6.1.3 Milestones for this phase

Timing point	Milestone
Month 1	Consultation pack signed off and issued
Month 2	Stakeholder engagement events completed
Month 4	Consultation findings and recommendations completed

6.1.4 Key risks and mitigation in delivery

Risk	What this looks like in practice	Mitigation built into the plan
OAP is not understood consistently	Different interpretations of the baseline offer, leading to inconsistent expectations and funding discussions.	Publish early, keep language simple, and reinforce through exemplars and real scenarios across mainstream and specialist settings.
Discussion becomes dominated by funding rather than provision	Stakeholders focus on values or savings rather than on need, provision and outcomes.	Sequence every engagement around need → provision → funding, and present monetary values as a reflection of assessed need rather than an entitlement.
Stakeholders perceive reform as a cost-cutting exercise	Stakeholders focus on values or savings rather than on need, provision and outcomes.	Use a consistent narrative focused on fairness, clarity and transparency, and lead with practical examples of better provision planning and decision-making.
Anecdotal concerns become accepted as evidence	Individual cases or isolated concerns are presented as proof that the framework is flawed	Use implementation metrics, moderation outcomes and consultation themes to assess issues systematically before changes are made

6.1.5 Early signs of success

How?	Evidence of progress
Launch OAP guidance	Consistency of OAP interpretation
Publish FAQ	Number of FAQ queries resolved
Deliver first engagement events	% of schools/ leaders attendance
Provide worked examples	Collaboration and positive feedback
Produce consultation themes report	Reduction in repeat clarification requests
Establish moderation and decision-making tracker	Increased consistency of decisions and audit trail

6.2 Phase 2 – Refinement, OAP for Specialist Settings and Pilot Review Practice

Timing: The timeframe for this phase will remain flexible to align with SEND Reform developments and to reflect the outcomes of outreach and SEMH support delivered by specialist settings within mainstream schools.

Purpose: To refine the model following consultation and begin controlled operational testing, including specialist settings and transition-point review practice.

What does success look like?	Longer-Term Indicators of Success
Clearer expectations and decision making	Reduction in Tribunals
Greater consistency across practice	Reduction in EHCP requests
Stronger moderation and quality assurance	Improved outcomes for children and young people
Clear and operational specialist OAP framework	Improved alignment between funding and identified need

6.2.1 Key actions

5. Analyse consultation findings and refine descriptors, OAP boundaries, monetary values and provision expectations where needed.
6. Complete detailed OAP development for specialist settings, making the distinction between core offer and top-up boundary explicit and usable.
7. Pilot ISP/EHCP review activity for children at the KS2–KS3 transition point in selected schools to test stronger needs articulation and transition planning.
8. Introduce an operational moderation and decision-making framework, including evidence thresholds, challenge processes and mechanisms for distinguishing systemic issues from isolated implementation concerns.

6.2.2 Suggested action plan and sequencing

Action	Suggested timing	Suggested owner	Success indicator
Analyse consultation findings and refine descriptors, OAP boundaries, monetary values and provision expectations where needed.	Month TBC	SEND strategic lead; special school / specialist settings lead; EHCP review lead; moderation chair; finance lead	Required materials or framework element completed and ready for use
Complete detailed OAP development for specialist settings, making the distinction between core offer and top-up boundary explicit and usable.	Month TBC	SEND strategic lead; special school / specialist settings lead; EHCP review lead; moderation chair; finance lead	Stakeholder engagement / testing completed with usable feedback captured
Pilot ISP/EHCP review activity for children at the KS2–KS3 transition point in selected schools to test stronger needs articulation and transition planning.	Month TBC	SEND strategic lead; special school / specialist settings lead; EHCP review lead; moderation chair; finance lead	Operational practice tested and translated into next-stage refinement
Introduce an operational moderation and decision-making framework, including evidence standards and escalation routes.	Month TBC	SEND strategic lead; special school / specialist settings lead; EHCP review lead; moderation chair; finance lead	Outputs approved and ready to move into the next phase

6.2.3 Key deliverables

- Final SEND Operational Framework
- Specialist settings OAP guidance
- KS2–KS3 pilot review report
- Moderation and decision-making framework
- Cabinet decision paper

6.2.4 Milestones for this phase

Timing point	Milestone
TBC	Refined framework and values agreed in draft
TBC	Specialist settings OAP guidance completed
TBC	KS2–KS3 pilot launched
TBC	Cabinet decision paper and operational framework finalised

6.2.5 Key risks and mitigation in delivery

Risk	What this looks like in practice	Mitigation built into the plan
Specialist settings OAP remains unclear	Different interpretations of the baseline offer, leading to inconsistent expectations and funding discussions.	Test guidance against real cases and ensure leaders can distinguish between core offer, baseline staffing and genuine top-up provision.
Transition-point pilot becomes isolated and does not influence system change	Activity remains isolated and does not influence the wider design or future phases.	Set clear success criteria, evaluate formally, and use findings to shape Phase 3 ISP development.
Decision-making remains variable between teams or settings	Cases are handled differently across teams, settings or panels.	Introduce moderation early, use exemplars as anchors, and keep evidence requirements explicit and proportionate.

6.3 Phase 3 – ISP Framework Development and Consultation

Timing: Months 8–14

Purpose: To develop the Individual Support Plan framework as a practical bridge between need, provision, delivery and outcomes, and to test this with stakeholders.

Initial feedback may focus on perceived administrative burden. Evaluation should therefore prioritise whether the ISP improves clarity of provision, accountability and review quality rather than measuring success solely through user preference.

6.3.1 Key actions

9. Develop the ISP framework, templates and guidance, ensuring a clear relationship with EHCPs, OAP and the reviewed banding framework.
10. Consult with schools, families and partners on the ISP model, its practical use and how it improves clarity rather than adds complexity.
11. Align the ISP with provision planning, review cycles and outcome monitoring so that it supports day-to-day consistency.
12. Update training and support resources in readiness for wider pilot rollout.

6.3.2 Suggested action plan and sequencing

Action	Suggested timing	Suggested owner	Success indicator
Develop the ISP framework, templates and guidance, ensuring a clear relationship with EHCPs, OAP and the reviewed banding framework.	Month 9	SEND practice lead; EHCP / review lead; parent engagement lead; school pilot leads	Required materials or framework element completed and ready for use
Consult with schools, families and partners on the ISP model, its practical use and how it improves clarity rather than adds complexity.	Month 11	SEND practice lead; EHCP / review lead; parent engagement lead; school pilot leads	Stakeholder engagement / testing completed with usable feedback captured
Align the ISP with provision planning, review cycles and outcome monitoring so that it supports day-to-day consistency.	Month 12	SEND practice lead; EHCP / review lead; parent engagement lead; school pilot leads	Operational practice tested and translated into next-stage refinement
Update training and support resources in readiness for wider pilot rollout.	Month 14	SEND practice lead; EHCP / review lead; parent engagement lead; school pilot leads	Outputs approved and ready to move into the next phase

6.3.3 Key deliverables

- Draft ISP framework and templates
- ISP consultation report
- Refined ISP framework
- Implementation readiness plan

6.3.4 Milestones for this phase

Timing point	Milestone
Month 9	Draft ISP framework completed
Month 11	ISP consultation activity completed
Month 12	Refined ISP framework agreed
Month 14	Implementation readiness plan completed

6.3.5 Key risks and mitigation in delivery

Risk	What this looks like in practice	Mitigation built into the plan
The ISP is seen as another layer of bureaucracy	Use of the framework is seen as burdensome rather than useful in practice.	Keep the framework practical and concise, pilot with live cases, and be explicit about how it improves clarity and accountability.
The ISP is not clearly aligned with EHCPs and review processes	The ISP is not clearly aligned with EHCPs and review processes	Define roles and interfaces clearly and ensure that the ISP complements, rather than duplicates, existing statutory arrangements.
Low engagement from schools or families at consultation stage	Low engagement from schools or families at consultation stage	Use co-production principles, work through trusted networks, and iterate quickly in response to feedback.

6.4 Phase 4 – Digital Transition – SBC Cost Library System

Timing: Months 10–18 (overlapping with Phase 3)

Purpose: To move from spreadsheet dependency to a controlled digital system that supports consistent scoring, banding, provision mapping, costing and moderation.

Early implementation issues should be expected and treated as part of normal digital transition activity. The presence of defects, workarounds or refinement requests should not automatically be interpreted as evidence that the underlying model is ineffective.

6.4.1 Key actions

13. Translate the SBC Cost Library into system rules and functional requirements, including scoring, banding, provision packages, costs, gaps and moderation touchpoints.
14. Build or configure the digital solution, ensuring that it reflects the tested model rather than reinterpreting it.
15. Run user acceptance testing with a cross-section of operational users, including SEND officers, school users and panel members.
16. Introduce dual running for a defined period, with strong version control and governance.

6.4.2 Suggested action plan and sequencing

Action	Suggested timing	Suggested owner	Success indicator
Translate the SBC Cost Library into system rules and functional requirements, including scoring, banding, provision packages, costs, gaps and moderation touchpoints.	Month 10	Digital lead; SEND system owner; data and governance lead; operational user group	Required materials or framework element completed and ready for use
Build or configure the digital solution, ensuring that it reflects the tested model rather than reinterpreting it.	Month 13	Digital lead; SEND system owner; data and governance lead; operational user group	Stakeholder engagement / testing completed with usable feedback captured
Run user acceptance testing with a cross-section of operational users, including SEND officers, school users and panel members.	Month 16	Digital lead; SEND system owner; data and governance lead; operational user group	Operational practice tested and translated into next-stage refinement
Introduce dual running for a defined period, with strong version control and governance.	Month 18	Digital lead; SEND system owner; data and governance lead; operational user group	Outputs approved and ready to move into the next phase

6.4.3 Key deliverables

- System functional specification
- Deployed digital application (phased)
- Training materials and user guides
- Data migration and governance plan

6.4.4 Milestones for this phase

Timing point	Milestone
Month 10	Functional specification signed off
Month 13	Configuration / build complete for testing
Month 16	User acceptance testing complete and go-live agreed
Month 18	Dual running complete and governance model embedded

6.4.5 Key risks and mitigation in delivery

Risk	What this looks like in practice	Mitigation built into the plan
The digital system starts to drive decisions rather than support them	Cases are handled differently across teams, settings or panels.	Keep moderation and professional judgement explicit within the workflow and training design.
Low user confidence or workarounds emerge	Users work around the system, rely on manual versions or lack confidence in outputs.	Use phased rollout, strong user involvement, structured training and visible support in the early period.
The digital solution does not match real operational practice	Users work around the system, rely on manual versions or lack confidence in outputs.	Validate directly against the tested model and real user journeys before go-live.

6.5 Phase 5 – Full System Rollout (All Areas)

Timing: Months 15–24

Purpose: To embed the framework, ISP approach, decision-making model and SBC Cost Library across all relevant areas of SEND practice.

6.5.1 Key actions

17. Roll out the full model across all schools, phases, settings and areas of need, using a staged and supported approach.
18. Embed the framework within EHCP drafting, annual reviews, APDR cycles, panels and placement decision processes.
19. Establish a continuous moderation and quality assurance cycle, including case sampling and thematic review.
20. Introduce an annual review cycle for costs, exemplars and guidance.

6.5.2 Suggested action plan and sequencing

Action	Suggested timing	Suggested owner	Success indicator
Roll out the full model across all schools, phases, settings and areas of need, using a staged and supported approach.	Month 15	Programme delivery group; SEND operational managers; school implementation leads; quality assurance lead	Required materials or framework element completed and ready for use
Embed the framework within EHCP drafting, annual reviews, APDR cycles, panels and placement decision processes.	Month 18	Programme delivery group; SEND operational managers; school implementation leads; quality assurance lead	Stakeholder engagement / testing completed with usable feedback captured
Establish a continuous moderation and quality assurance cycle, including case sampling and thematic review.	Month 20	Programme delivery group; SEND operational managers; school implementation leads; quality assurance lead	Operational practice tested and translated into next-stage refinement
Introduce an annual review cycle for costs, exemplars and guidance.	Month 24	Programme delivery group; SEND operational managers; school implementation leads; quality assurance lead	Outputs approved and ready to move into the next phase

6.5.3 Key deliverables

- Full rollout completion report
- Embedded QA and moderation framework
- Annual refresh cycle
- Impact and outcomes report

6.5.4 Milestones for this phase

Timing point	Milestone
Month 15	Full rollout plan and sequencing confirmed
Month 18	All operational teams trained and using the model
Month 20	Rollout complete across priority settings and decision points
Month 24	Annual review cycle established and first impact report completed

6.5.5 Key risks and mitigation in delivery

Risk	What this looks like in practice	Mitigation built into the plan
Drift in application begins as rollout widens	Consistency reduces once rollout broadens and initial focus moves on.	Maintain strong moderation, refresh exemplars and use case audits to identify inconsistency early.
Workforce confidence drops after initial launch	Workforce confidence drops after initial launch	Provide role-specific refresher training, coaching and clear escalation routes.
Misalignment emerges between EHCP wording, provision and funding	Stakeholders focus on values or savings rather than on need, provision and outcomes.	Embed the framework into drafting and review processes and test consistency through audit.

6.5.6 Evidence sources during roll out

Implementation decisions should be informed by	Decisions should not be influenced by
- moderation findings - audit outcomes - case sampling - user testing results - trend data - quality assurance reviews	- isolated complaints - individual cases - untested assumptions - anecdotal reports

6.6 Phase 6 – Sustainability and Alignment to National Reform

Timing: Month 24 onwards to 2030

Purpose: To ensure the system remains robust, adaptable and aligned to the wider national SEND reform direction over time.

6.6.1 Key actions

21. Review the local model annually against emerging national reform expectations, particularly around inclusion, early intervention and consistency.
22. Strengthen local provision sufficiency and maintain a focus on mainstream inclusion and timely support.
23. Embed workforce development as a continuing feature of the system, rather than a time-limited project activity.
24. Use annual reporting to track consistency, impact, confidence and sustainability.

6.6.2 Suggested action plan and sequencing

Action	Suggested timing	Suggested owner	Success indicator
Review the local model annually against emerging national reform expectations,	Year 3	SEND Transformation Board; inclusion lead; sufficiency lead; workforce lead	Required materials or framework element completed and ready for use

Action	Suggested timing	Suggested owner	Success indicator
particularly around inclusion, early intervention and consistency.			
Strengthen local provision sufficiency and maintain a focus on mainstream inclusion and timely support.	Year 3	SEND Transformation Board; inclusion lead; sufficiency lead; workforce lead	Stakeholder engagement / testing completed with usable feedback captured
Embed workforce development as a continuing feature of the system, rather than a time-limited project activity.	Year 4 onward	SEND Transformation Board; inclusion lead; sufficiency lead; workforce lead	Operational practice tested and translated into next-stage refinement
Use annual reporting to track consistency, impact, confidence and sustainability.	Month 24 onwards to 2030	SEND Transformation Board; inclusion lead; sufficiency lead; workforce lead	Outputs approved and ready to move into the next phase

6.6.3 Key deliverables

- Reform alignment plan
- Inclusion and sufficiency framework
- Workforce development plan
- Long-term improvement plan to 2030

6.6.4 Milestones for this phase

Timing point	Milestone
Year 3	First annual reform alignment review completed
Year 3	Inclusion and sufficiency priorities refreshed
Year 4 onward	Annual improvement cycle embedded

6.6.5 Key risks and mitigation in delivery

Risk	What this looks like in practice	Mitigation built into the plan
The system becomes outdated as national expectations evolve	Users work around the system, rely on manual versions or lack confidence in outputs.	Build in formal annual review and maintain adaptability in local guidance and systems.
Loss of momentum after the main rollout period	The model loses relevance, energy or organisational learning over time.	Keep governance active, publish progress, and treat improvement as ongoing system stewardship.
Capability is concentrated in a small number of staff	The model loses relevance, energy or organisational learning over time.	Embed learning into induction, leadership development and continuing professional development.

7. Cross-Cutting Enablers

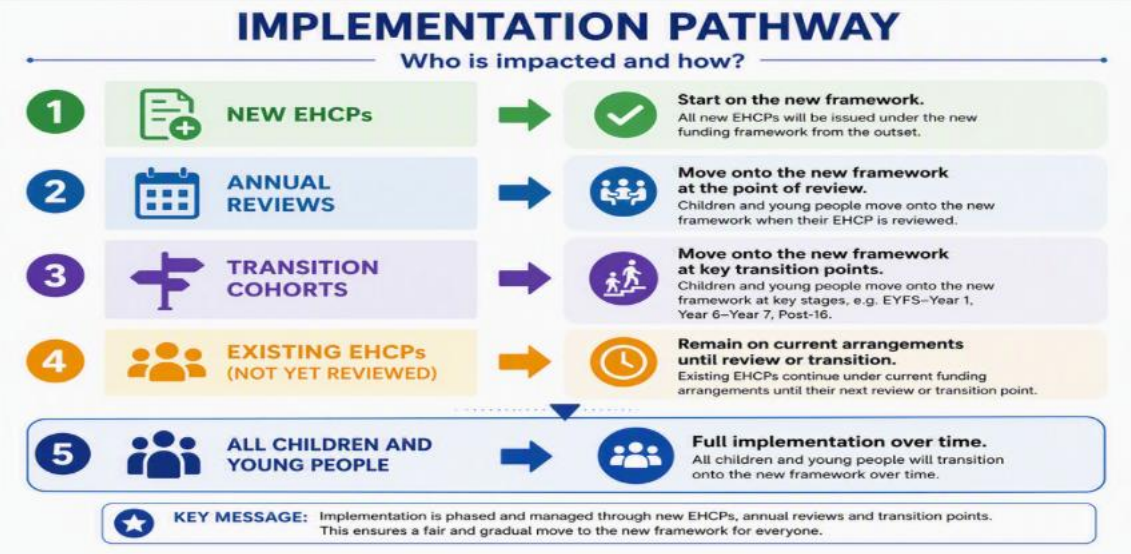
Transformation programmes inevitably generate uncertainty and challenge. Structured engagement, myth-busting communications, transparent reporting and consistent decision-making should be used throughout implementation to distinguish genuine implementation risks from anticipated resistance to change.

Enabler	What this means in practice
Leadership and governance	Strong SEND leadership, clear accountability and visible multi-agency oversight through the Transformation Board and programme delivery arrangements.
Workforce development	Practical, role-specific training, coaching and ongoing professional development focused on real scenarios and consistent application.
Communication and engagement	Clear, repeated and consistent messaging focused on fairness, clarity, transparency and better outcomes.
Data, quality and assurance	Routine audit, moderation, case sampling and use of evidence to maintain consistency and identify drift early.
Finance and sustainability	Transparent costing, regular review of assumptions and strong alignment between need, provision and resource decisions.
Digital and systems	User-friendly tools, strong data governance and digital processes that support rather than replace professional judgement.

8. Quick Reference – Programme-Level Risks

Programme-level risk	Mitigation approach
OAP and top-up boundary remains unclear	Keep OAP guidance active, refresh examples and test boundary questions regularly through moderation.
Stakeholder confidence weakens as implementation becomes more technical	Maintain visible engagement and continue to explain the practical benefit for schools, families and children.
Operational practice becomes inconsistent over time	Use a standing moderation and QA cycle with case sampling, thematic review and annual refresh.
Technology becomes the focus rather than the enabler	Keep the system aligned to the agreed practice model and make training practical and role-specific.
Capability is not sustained after the main programme period	Embed learning in induction, ongoing CPD and leadership development.
Although challenge is healthy and can be productive, some Stakeholder challenge can obscure implementation evidence	Establish routine reporting based on agreed performance indicators, moderation outcomes, engagement feedback and audit evidence. Communicate progress regularly and respond to concerns using evidence rather than anecdote.

9. Implementation approach further development strands - 14082026



Implementation focus: Combination of new EHCPs, annual reviews, and transition cohorts. This allows for gradual introduction while testing processes across different pathways.

Early priorities: Pupils at key transition points (EYFS to Year 1, Year 6 to Year 7, Post-16 transitions) mainstream schools and new EHCP applications. The impact of this is that it provides a manageable cohort while assessing impact across a range of needs.

Groups remaining on current arrangements: Pupils with existing funding agreements not due for review and complex cases requiring bespoke funding arrangements.

Funding transition: Existing funding will be protected initially and reviewed through annual reviews or transition points. Funding would move to the new framework progressively rather than through an immediate wholesale change.

Role of pilots: Test the framework, identify issues, gather feedback and refine guidance before wider rollout. Learning from pilots will refine processes, guidance and implementation arrangements before wider rollout.

Pilot examples:

Pilot Option 1: New EHCP Pilot

What: Apply the framework to all new EHCP requests over a defined period.
How: New cases are assessed using the new band descriptors, funding model and moderation process.
Who contributes: SEND Casework Team, SENCO, Schools and leaders, Expert at Hand, Team around the child, parents/guardians, Therapies

Pilot Option 2: Annual Review Pilot

What: Test the framework through a sample of annual reviews.
How: Existing pupils are reviewed against the new descriptors and indicative bandings
Who contributes: SENCO, Schools, families, SEND Officers, therapy teams, Expert at Hand

Pilot Option 3: Transition Cohort Pilot

What: Focus on pupils moving between key phases (e.g. Early years, Year 6 to 7 or post-16 transition).
How: Transition reviews use the new framework to determine support and funding arrangements.
Who contributes: Current and receiving settings, families, SEND Team, parents/guardians, Expert at Hand, Therapies (EP, SaLt, OT).

Key purpose of all pilots: Test the framework in practice, identify operational issues, gather stakeholder feedback and refine implementation before wider rollout.

What schools can expect: Ongoing engagement, opportunities for feedback, pilot activity, training, guidance and phased introduction.

10. Concluding Position

This is not simply the next stage of a project. It is a structured approach to establishing a more consistent, transparent and sustainable SEND system across SBC. The aim is not to move quickly for its own sake, but to implement change at a pace that allows the model to be understood, tested, refined and embedded with confidence.

Throughout implementation, decisions should be informed by evidence, moderation findings, operational experience and stakeholder feedback, while recognising that some challenges and concerns are a natural part of system change. If SBC maintains a focus on clarity, consistency, moderation, exemplars and workforce confidence, the result should be a more equitable and transparent local system, better aligned to need and better able to support improved outcomes for children and young people over time.

11. Appendix – Source Basis and Recommendation Note

The factual basis for the completed project position in this document is drawn from the delivered project pieces, including the 12-week integrated project plan, the consultation / Cabinet framing, exemplars, the operational guidance and the SBC Cost Library workbook structure. The detailed sequencing, timeline, milestones, ownership suggestions, risk framing and mitigations above are proposed recommendations designed to support handover and implementation planning.

- Appendix 1 – Project Outputs
- Appendix 2 – OAP Overview
- Appendix 3 – Banding Framework
- Appendix 4 – Example Journeys
- Appendix 5 – KS2–KS3 Pilot
- Appendix 6 – ISP Framework
- Appendix 7 – SBC Cost Library
- Appendix 8 – Moderation
- Appendix 9 – Workforce Development
- Appendix 10 – Communication

APPENDIX 1

PROJECT OUTPUTS

What we have delivered through the 12-week programme

1 REVIEWED BANDING FRAMEWORK

- Levels 0–4 and Bands 0–10
- Clear descriptors for each band with provision expectations
- Linked to monetary values for each band
- Tested for clarity, consistency and usability

2 SBC COST LIBRARY

- Comprehensive cost model linking needs, provision and funding
- Weighted scoring for six areas of need
- Provision components, staffing, training, therapy and resources
- Indicative costs and funding gap visibility

3 EXEMPLAR SUITE

- Full suite of illustrated exemplars
- Across all needs, phases and bands
- Supports consistent decision-making and professional judgement

4 OPERATIONAL GUIDANCE

- Clear guidance on OAP (Level 0), banding and provision
- Links to components, therapies, training and resources
- Boundary guidance and use of the cost library

5 TESTING & ASSURANCE

- Framework tested with schools and settings
- Findings used to refine model and guidance
- Assurance process completed to build confidence in the system

STRONG FOUNDATIONS. CLEAR DIRECTION. READY FOR IMPLEMENTATION.

These outputs provide SBC with:
- A consistent language
- A transparent model
- A platform for better outcomes

APPENDIX 2

OAP (LEVEL 0) OVERVIEW

Ordinarily Available Provision – what is expected in all settings

WHAT IS OAP (LEVEL 0)?

OAP describes the universal and targeted provision that all children and young people should receive as part of high-quality inclusive education.

It is funded through delegated budgets and forms the foundation for all provision.

KEY PRINCIPLES

- Inclusive and ambitious
- High quality teaching for all
- Early identification and support
- Evidence-based approaches
- Proportionate and appropriate
- Access for all

OAP IN DIFFERENT SETTINGS

MAINSTREAM SETTINGS

- High quality inclusive teaching
- Differentiated curriculum
- Universal strategies and scaffolds
- Targeted support for emerging needs
- Quality first teaching
- Access to in-class and small group interventions
- Pastoral and wellbeing support
- Use of reasonable adjustments and inclusive environments

SPECIALIST SETTINGS (SPECIAL SCHOOLS)

- Specialist teaching and curriculum
- Therapeutic environment
- Communication strategies
- Sensory / physical access
- Behaviour support
- Pastoral care and wellbeing
- Access to specialist interventions as part of the core offer
- Family and multi-agency working as core practice

THE BOUNDARY – EXAMPLES

USUALLY OAP (LEVEL 0)

- Differentiation within class
- Small group support
- Visual timetables
- Universal interventions and scaffolds
- Pastoral support and wellbeing

ADDITIONAL (TOP-UP BEYOND OAP)

- Specialist 1:1 support (sustained)
- Therapy input beyond core offer
- Specialist equipment / resources
- Highly specialist staffing
- High cost / high intensity interventions

WHY OAP CLARITY MATTERS

- Creates consistency and fairness across settings
- Helps focus additional funding where it is most needed
- Supports transparent and defensible decision-making
- Builds confidence with schools, families and partners

OUR COMMITMENT

Clear OAP expectations ensure every child has the right support at the right time, with additional provision provided when it is truly needed.

OAP is the foundation. Additional funding builds on this where needs are more complex or significant.

APPENDIX 3

BANDING FRAMEWORK SUMMARY

Linking need, provision and funding

LEVEL	BANDS	NEED PROFILE (SUMMARY)	PROVISION EXPECTATION	INDICATIVE MONETARY VALUE (RANGE)	KEY FOCUS
0	0	Needs met through OAP alone.	Universal / core provision.	£0	Inclusive practice for all. High quality teaching and universal support.
1	1 – 2	Low additional need.	Targeted support plus OAP.	£500 – £2,000	Early support to address barriers. Short-term targeted interventions.
2	3 – 4	Moderate additional need.	Small group / specialist input plus OAP.	£2,000 – £6,000	Sustained support. Specific strategies and interventions.
3	5 – 7	High additional need across areas.	Intensive / specialist provision.	£6,000 – £15,000	Intensive support across multiple areas. Specialist staffing / interventions.
4	8 – 10	Very high / complex needs.	Highly specialist, intensive and individualised provision.	£15,000+	Highly individualised and complex support. Multi-agency and highly specialist provision.

Bands are determined by need and the level of provision required.
Monetary values reflect the typical cost of delivering that level of provision.
Professional judgement and moderation ensure every decision is fair, proportionate and transparent.

IMPORTANT
The framework supports decision-making but does not replace professional judgement or the individual needs of the child.

NEED → PROVISION → FUNDING: FAIR. PROPORTIONATE. TRANSPARENT.

APPENDIX 4

EXAMPLE JOURNEYS

How the system works in practice – three illustrative journeys

JOURNEY 1 – MODERATE NEED (MAINSTREAM)

1. NEED	2. BAND	3. PROVISION	4. COST (INDICATIVE)	5. OUTCOME
Moderate social, emotional and learning difficulties.	Band 2 (Level 2)	Small group support, targeted intervention, adult support, training & resources.	£3,600	Improved engagement and progress.

Key point: Early, targeted support in mainstream with clear outcomes focus.

JOURNEY 2 – HIGH NEED (SPECIAL SCHOOL)

1. NEED	2. BAND	3. PROVISION	4. COST (INDICATIVE)	5. OUTCOME
Significant cognition and communication needs.	Band 6 (Level 3)	Specialist teaching, communication support, therapy input, resources, training & supervision.	£14,200	Increased independence and curriculum access.

Key point: Specialist provision matched closely to need and outcomes.

JOURNEY 3 – COMPLEX / EXCEPTIONAL

1. NEED	2. BAND	3. PROVISION	4. COST (INDICATIVE)	5. OUTCOME
Complex profile with multiple areas of need and risks.	Band 9 (Level 4) High Complexity Flag	Highly specialist multi-disciplinary support, intensive interventions, bespoke resources.	£32,200+	Stability, safety and improved life outcomes.

Key point: Exceptional cases require bespoke planning and multi-agency support.

Consistent process. Professional judgement. Moderated decisions.
Better outcomes for children and young people.

APPENDIX 5

KS2–KS3 TRANSITION PILOT

ISP / EHCP Reviews

PURPOSE
To test a structured approach to transition reviews for all children moving from primary to secondary school (KS2–KS3), improving continuity, planning and outcomes.

PILOT COHORT
- Children with SEND in Year 6 transitioning to Year 7.
- Includes EHCP and non-EHCP children with identified needs.

WHAT WE WILL TEST
- Earlier identification of needs and provision requirements
- Quality and consistency of transition review process
- Use of ISP to support planning and communication
- Impact on transition outcomes and wellbeing

WHAT'S INCLUDED
- Joint primary–secondary planning meetings
- Child and family voice
- Updated needs profile
- Draft provision and support plan
- Clear communication to families

SUCCESS CRITERIA
- Clearer information transfer
- Improved transition experiences for children and families
- Better alignment of provision from day one
- Reduced concerns post-transition

TIMELINE

Month 1 (Prep)	Months 2–3 (Reviews)	Months 4–5 (Implement)	Month 6 (Evaluate)	Month 7 (Report)
Select schools and cohort	Conduct reviews and gather evidence	Implement plans at transition point	Review outcomes and refine approach	Share learning and make recommendations

LEARN → REFINE → SCALE
BUILDING BETTER TRANSITIONS FOR CHILDREN.

APPENDIX 6

INDIVIDUAL SUPPORT PLAN (ISP) FRAMEWORK

A clear plan. Shared understanding. Better outcomes.

PURPOSE
The ISP brings together needs, provision and outcomes in a practical plan that supports the child and informs decisions and review.

ISP STRUCTURE (KEY SECTIONS)

1	2	3	4	5	6
About Me	My Strengths	My Needs	Support & Provision	My Outcomes	Review & Next Steps
Child/young person voice and context.	What I'm good at.	Areas of need and impact.	Provision, strategies and interventions.	What we are working towards.	Monitor, evaluate and adjust.

PRINCIPLES
- Child and family centred
- Strengths-based
- Clear and outcomes focused
- Aligned to OAP and banded provision
- Owned and reviewed regularly
- Proportionate and practical

RELATIONSHIP TO EHCP
The ISP supports day-to-day planning and provision.
- Where an EHCP is in place, the ISP aligns with Section F and supports delivery.
- ISP informs reviews and helps track progress against outcomes.

HOW IT IS USED
Guide delivery → Inform provision planning → Support communication with families → Evidence impact → Inform reviews and next steps

ONE PLAN. CLEAR FOCUS. BETTER OUTCOMES.

APPENDIX 7

SBC COST LIBRARY CONCEPT OVERVIEW

Linking need, provision and funding in one place.

1. ASSESS NEED	2. CALCULATE BAND	3. BUILD PROVISION PACKAGE	4. CALCULATE COST	5. REVIEW & DECIDE
Assess across six areas of need (Levels 0–4) using descriptors and evidence.	Weighted scoring produces total and band (0–10).	Select provision components (staffing, training, therapy, resources, interventions).	SBC Cost Library applies unit costs to generate total cost.	Funding, top-up and exceptional case guidance applied.

KEY FEATURES
- Weighted scoring model
- Banded provision expectations
- Indicative monetary values
- Settings cost profiles
- Funding gap visibility
- Exceptional case flags
- Consistent, transparent and auditable

THE BENEFIT
A consistent tool that supports professional judgement, strengthens consistency and helps ensure resources are directed to where they are needed most.

DATA → EVIDENCE → DECISION → IMPACT

Transparent. Proportionate. Sustainable. Outcomes focused.

APPENDIX 8

MODERATION FRAMEWORK

Ensuring consistency, quality and fairness in decision-making

PURPOSE
To ensure consistent application of the framework and fair outcomes for children and young people.

WHO
SEN Officers, SENCOs, representatives from education, health and care and finance.

WHAT
Banding decisions, provision packages, costs and exceptional cases.

WHEN
Regular cycles (fortnightly / monthly) (as agreed).

WHY IT MATTERS
Builds confidence, promotes equity, reduces risk and supports high quality planning.

HOW IT WORKS

1. **Case reviewed** — Case presented with evidence and rationale.
2. **Discussion and challenge** — Clarify needs, provision and application of framework.
3. **Decision** — Agree band, provision and funding level (outcomes focused).
4. **Record** — Decision recorded in SBC Cost Library with rationale.
5. **Quality assurance** — Sampling, audit and feedback to drive improvement.

KEY PRINCIPLES

- Evidence based
- Child and family centred
- Transparent and auditable
- Consistent application
- Proportionate challenge
- Professional judgement remains central

GOOD MODERATION = FAIR DECISIONS, CONFIDENCE AND BETTER OUTCOMES FOR CHILDREN AND YOUNG PEOPLE.

APPENDIX 9

WORKFORCE DEVELOPMENT PLAN

Building capability to deliver the framework confidently

OUR APPROACH

PRACTICAL
Real scenarios, case studies and tools.

ROLE-SPECIFIC
Targeted learning for different responsibilities.

ONGOING
Continuous learning and regular updates.

COLLABORATIVE
Shared learning across schools and partners.

TRAINING PATHWAY

AUDIENCE	FOCUS AREAS	METHODS
SENCOs and School Leaders	• Understanding the framework • Needs identification and provision planning • Use of the ISP and OAP	• Workshops • Case-based learning • Resource pack
SEND Officers and Caseworkers	• Applying the banding framework • Evidence expectations • Decision-making processes	• Training sessions • Guidance and tools • Moderation shadowing
Finance and Business Managers	• Understanding costs and funding • Using the SBC Cost Library • Budget planning and monitoring	• Technical training • System demonstrations • Q&A sessions
Moderation Panel Members	• Moderation principles and process • Challenging and supporting decisions • Exceptional case pathways	• Panel training • Calibration exercises • Reflective practice

MEASURING IMPACT

- Improved confidence and consistency
- Higher quality plans and decisions
- Better outcomes for children and young people

A SKILLED WORKFORCE IS THE KEY TO A CONSISTENT, FAIR AND EFFECTIVE SEND SYSTEM.

APPENDIX 10

COMMUNICATION & ENGAGEMENT PLAN

Keeping everyone informed, involved and confident

OUR KEY MESSAGES

Fair and consistent
A clear framework that brings fairness and consistency across SBC.

Focused on outcomes
Better understanding of need, provision and support leading to better outcomes.

Transparent and clear
Open about how decisions are made and how funding is used.

Working together
Partnership across education, health, care, families and our communities.

OUR AUDIENCES

- Schools and settings
- SENCOs and school leaders
- Children and young people
- Parents and carers
- Health and care partners
- Elected Members
- Internal SBC teams

HOW WE WILL ENGAGE

- Briefings and webinars
- Workshops and drop-in sessions
- Face-to-face and virtual meetings
- Newsletters and updates
- Dedicated webpages and resources
- Surveys and feedback opportunities
- Regular progress reports

COMMUNICATION PRINCIPLES

Clear
Simple, jargon-free language.

Timely
Right message at the right time.

Two-way
Listen, respond and adapt.

Inclusive
Accessible to all our communities.

Consistent
One voice, aligned messages.

TOGETHER WE WILL BUILD UNDERSTANDING, CONFIDENCE AND A SHARED COMMITMENT TO BETTER OUTCOMES.

GLOSSARY

GLOSSARY OF KEY TERMS

OAP (Level 0)	Ordinarily Available Provision. The support expected to be available for all children and young people within universal funding.
Band	A level (0–10) that reflects the overall level of need and provision required.
Level	The broader grouping of need (0–4) from low to very high / complex.
Top-up	Additional provision and funding above OAP to meet identified needs.
ISP	Individual Support Plan. A plan that sets out needs, provision and outcomes for the child.
EHCP	Education, Health and Care Plan. A statutory plan for children and young people with significant and complex needs.
Provision	The support, strategies, interventions and resources put in place to meet need.
SBC Cost Library	The SBC system that calculates indicative costs based on provision requirements and banded need.
Moderation	A process to review and assure the consistency and quality of decisions.
APDR	Assess, Plan, Do, Review – the graduated approach cycle used in settings.
Exceptional Case	Where need is highly complex and outside the typical banding expectations. Considered through a multi-agency process.

OUR SHARED LANGUAGE

Using the same terms in the same way helps us work together more effectively and ensures the best for children and young people.