



## Special Educational Needs and Disabilities (SEND) and Alternative Provision Strategy 2025 - 2029

### Action plan v1 January 2025

#### The action plan

- The strategy and action plan relate to children and young people with SEND aged 0-25-years-old who live in the City of London.
- This version of the action plan was developed alongside the strategy during 2024 and presents thinking at the time, also informed by the learning from a Peer Review in 2024. It sets out what is expected to be achieved by the end of the lifetime of the strategy (outcomes) and success measures for where these are known. For some actions, success measure have only been set for year 1 as these will inform future actions.
- Lead teams have been identified for each action. For many actions there will be multiple Local Area Partnership agencies involved. These have collectively been referred to a 'LAP partners' within this document.
- The Local Area Partnership is committed to working with families to explore how they can access advice and support as close to home as possible. This commitment underpins the actions below.

#### Governance and review

- The City of London SEND Programme Board will have oversight and responsibility for the SEND and Alternative Provision Strategy and action plan. The SEND Programme Board meets quarterly. Priorities for review at each meeting will be identified as part of the agenda planning process.
- A full review of progress against the action plan will be done on an annual basis where leads for each priority will report into the SEND Programme Board. Parent carers and children and young people with SEND will be invited to be part of the review process.

- At each annual review, there will be consideration as to whether actions and/or key success measures need amending, for example in response to progress made, external factors such as inspection findings or changes in national policy that have implications for local delivery. An updated version of the action plan will be produced at each annual review point, e.g. version 2 at the start of 2026.

## Equality impact assessments

An equality impact assessment (EIA) was completed as part of the strategy development. Where appropriate, each individual initiative or service that emerges from the actions within this plan will have its own EIA completed.

## Contents

Click on the links below to go to each priority:

- [Priority 1: children and young people with SEND and their families get the right help, at the right time](#)
- [Priority 2: children and young people with SEND and parent carers are supported during transitions, including preparation for adulthood](#)
- [Priority 3: children and young people with SEND and their families are supported and enabled by a skilled, valued workforce](#)
- [Priority 4: children and young people with SEND and their families feel recognised, valued and part of their local community](#)
- [Priority 5: children and young people experience high quality, appropriate alternative provision when needed](#)

## Priority 1: children and young people with SEND and their families get the right help, at the right time

To deliver on this priority over the next four years, we will:

- co-design inclusive services with children and young people with SEND and their families
- continue to identify children and young people’s needs early and provide the right support to meet those needs
- be clear on pathways to support and help families navigate the system
- strengthen advocacy and support for families to have their voices heard
- strengthen support for parent carers’ emotional wellbeing

<b>Action</b>	<b>In 2029, children and young people with SEND, and their families will see... (outcomes)</b>	<b>Success measures at end of year 1,2,3,4</b>	<b>Lead</b>
<p>1. Co-design our approach to supporting families - including looking at how therapies and other services could be delivered in the City of London, or as close as possible, and continuing to identify needs through the Education and Early Years and Early Help services. This will also feed into the development of a family hub model in the City of London</p> <p>(Link to action 17)</p>	<ul style="list-style-type: none"> <li>• Services that reflect need developed through an agreed co-produced approach.</li> <li>• A transparent and understandable model of service delivery.</li> <li>• The early identification of needs through Education and Early Years and Early Help services.</li> </ul>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• families engaged and agree approach to co-design</li> <li>• co-design infrastructure in development and progress started on co-designing approach to supporting families</li> </ul> <p>Years 1-4:</p> <ul style="list-style-type: none"> <li>• families’ needs continue to be identified early through the Education and Early Years and Early Help services</li> </ul>	<p>Lead: SEND Team</p> <p>Involved: LAP partners, in particular Health</p>

<p>2. Continue to identify children and young people's needs early and provide the right support ensuring equity across different communities</p>	<ul style="list-style-type: none"> <li>• The early identification of needs, including for those from global majority communities.</li> <li>• Access to the right support for their (children and young people's) communication needs to enable them to engage with services which support their independence and engagement in their community i.e. augmentative and alternative communication (assistive technology), advocacy and interpretation services.</li> </ul>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• explore potential disproportionality in receipt of service by City of London children and young people from global majority communities. This will align with work led by the Children's Social Care and Education and Early Years Service around disproportionality looking at the wider system through an anti-racist lens</li> <li>• parent carers understand how communication needs are identified and met. Gaps in support are identified to inform improvement</li> </ul> <p>Year 1-4:</p> <ul style="list-style-type: none"> <li>• children and young people with SEND have their needs identified and met at the earliest opportunity</li> </ul>	<p>Lead: Education and Early Years Service</p> <p>Involved: Children's Social Care and Early Help Service</p> <p>Involved (communication): Health</p>
<p>3. Continue to focus resource to minimise waiting times for services and to provide information and advice to support families while waiting (noting that families may often be accessing</p>	<ul style="list-style-type: none"> <li>• Timely, accessible information and advice while waiting for services.</li> </ul>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• mapping and publication of existing information and the support offer for City of London children and young people with SEND, and their families (to include health</li> </ul>	<p>Lead: Health</p> <p>Involved: LAP partners</p>

<p>other services and receiving support)</p>		<p>pathways across North East London)</p> <ul style="list-style-type: none"> <li>• identification of good practice and areas for development</li> </ul> <p>Years 2-4:</p> <ul style="list-style-type: none"> <li>• implementation of scoping actions</li> <li>• families have access to information and support while waiting for assessment</li> <li>• families report that the information and support was helpful</li> </ul>	
<p>4. Continue to review the support available for children, young people and families following assessment, whether or not a diagnosis is made</p>	<ul style="list-style-type: none"> <li>• Appropriate support in place for children, young people and families regardless of whether a diagnosis is made or not.</li> </ul>	<p>Years 1-4:</p> <ul style="list-style-type: none"> <li>• families are sign-posted to universal offers and support including through the Family Information Support Service</li> <li>• number of referrals to Early Help</li> <li>• number of referrals to SENDIASS</li> <li>• referrals to City Advice leading to families accessing financial support if appropriate</li> <li>• number of children and young people with a social worker supported by the Virtual School if appropriate</li> </ul>	<p>Lead: Children's Social Care and Early Help Service</p> <p>Involved: LAP partners</p>

<p>5. Strengthen the information, advice and support offer for families</p>	<ul style="list-style-type: none"> <li>• Information, advice and support that is accessible and easy to navigate giving them a better understanding of their rights.</li> <li>• Routes to more advice and support if needed.</li> </ul>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• co-produced review of Local Offer with the City Parent Carer Forum (including young people) - including analysis of appropriate information from neighbouring boroughs – completed and recommendations implemented</li> <li>• review and assess the impact of additional investment in SENDIASS</li> <li>• review the impact of investment in the CPCF</li> <li>• wider group of parents and involvement with The Aldgate School</li> </ul> <p>Years 2-4:</p> <ul style="list-style-type: none"> <li>• Local Offer website hits increase following the review</li> <li>• young people and parent carers feedback that there is good, accessible information, advice and support</li> </ul>	<p>Lead on Local Offer: Education and Early Years team</p>
<p>6. Work with parent carers to review and develop support for their emotional wellbeing - such as options around peer support, the CPCF and</p>	<ul style="list-style-type: none"> <li>• An emotional wellbeing offer that is co-designed and meets parent carers' needs.</li> </ul>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• ways of working with parent carers agreed with parent carers</li> </ul>	<p>Lead on review of emotional wellbeing offer: Strategy and Performance team</p>

<p>continuing to review and develop the short breaks offer</p> <p>(Link to action 17)</p>		<ul style="list-style-type: none"> <li>the emotional wellbeing offer for parent carers is reviewed</li> <li>outcomes of consultation with parent carers to inform existing CAMHS Alliance Parenting workstream</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>implementation of review findings begin</li> </ul> <p>Years 1-4:</p> <ul style="list-style-type: none"> <li>families access short breaks that work for them</li> </ul>	<p>Involved: LAP partners</p> <p>Lead on short breaks: Early Help team</p>
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## Priority 2: children and young people with SEND and parent carers are supported during transitions, including preparation for adulthood

To deliver on this priority over the next four years, we will:

- empower young people with SEND to live the life they choose
- strengthen information and support available to families during transitions from early years to adulthood
- support young people with SEND to be aware of and make choices around training and employment opportunities
- strengthen the package of support for parent carers around key transition points

Action	In 2029, children and young people with SEND, and their families will see... (outcomes)	Success measures at end of year 1,2,3,4	Lead
7. Review the City Corporation's Adult Social Care Early Intervention and Prevention offer and how it could offer short-term support for young people with SEND to learn life skills during their transition to adulthood and what the access pathways would be	<ul style="list-style-type: none"> <li>• More opportunities for young people with SEND to develop life skills during their transition to adulthood.</li> </ul>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• review takes place with a focus on young people with SEND</li> <li>• clarity of the Early Intervention offer from Adult Social Care for young people with SEND in transitions</li> </ul> <p>Year 2-3:</p> <ul style="list-style-type: none"> <li>• monitoring and reviewing the impact of the whole Adult Social Care offer for young people in transition</li> </ul>	<p>Lead: Adult Social Care</p> <p>Involved: Adult Skills Education and Apprenticeships</p>
8. Review and strengthen support and information for families during times of	<ul style="list-style-type: none"> <li>• Accessible information during times of transition so they know</li> </ul>	Year 1:	Lead: Education and Early Years team



<p>transition, including between schools and in-year transitions</p>	<p>their rights, what to expect and what support is available.</p>	<ul style="list-style-type: none"> <li>• review existing support and information on offer during times of transition</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>• strengthen support and information offer</li> </ul> <p>Years 2-4:</p> <ul style="list-style-type: none"> <li>• families access and benefit from inclusive information, advice and guidance</li> <li>• families report that the information and support was good and useful</li> </ul>	<p>Involved: LAP</p>
<p>9. Work in partnership to actively promote and deliver supported internship and apprentice opportunities with young people with SEND and support them through the application process</p>	<ul style="list-style-type: none"> <li>• More information and publicity for young people with SEND around apprenticeships and supported internships so they are more aware of their options.</li> <li>• Support offered through the application process if that is wanted.</li> <li>• Increased participation in training and employment leading to greater independence, increased social inclusion and improved mental health and wellbeing.</li> </ul>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• strengthened communications and delivery around apprenticeships and supported internships</li> <li>• young people supported to apply for opportunities if they'd like to take them up</li> </ul> <p>Year 1-4</p> <ul style="list-style-type: none"> <li>• increase in the number of apprenticeships and supported internships offered and taken up</li> <li>• increase in the number of young people with SEND</li> </ul>	<p>Lead: Adult Skills Education &amp; Apprenticeships</p> <p>Involved: SEND team, Virtual School, schools, careers advisory services, Adult Social Care</p>

		gaining sustainable, paid employment	
<p>10. Co-design the support offer for parent carers to better reflect and meet parent carers' needs during key transitions, including to and from alternative provision</p> <p>(Link to action 17)</p>	<ul style="list-style-type: none"> <li>• A support offer for parent carers around their child's key transitions that has been co-designed.</li> <li>• The relevant planning process considers parent carers' experiences of transitions.</li> </ul>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• scope out what this would cover in more detail</li> <li>• set up co-design arrangements with parent carers</li> <li>• start the co-design process</li> </ul>	<p>Lead: SEND team</p> <p>Involved: LAP</p>

**Priority 3: children and young people with SEND and their families are supported and enabled by a skilled, valued workforce**

**To deliver on this priority over the next four years, we will:**

- strengthen the universal training offer for professionals working with children and young people with SEND
- further embed the SEND Ranges to support the early identification and response to needs
- support professional communities of practice across NEL NHS, e.g. autism and speech and language therapy, and networks to share skills and good practice
- raise awareness of SEND within the wider workforce

<b>Action</b>	<b>In 2029, children and young people with SEND, and their families will see... (outcomes)</b>	<b>Success measures at end of year 1,2,3,4</b>	<b>Lead</b>
11. Work in partnership with schools that City of London children and young people attend and early years settings in the City of London to strengthen support and signposting around SEND	<ul style="list-style-type: none"> <li>• Professionals are knowledgeable about SEND and identifying needs.</li> </ul>	Year 1: <ul style="list-style-type: none"> <li>• current support and signposting around SEND assessed and actions identified to strengthen it</li> <li>• identify and tackle barriers to attending training to support increased attendance</li> <li>• identify graduated approach at key schools City of London children attend and how it aligns with the City of London SEND Ranges</li> </ul>	Lead: SEND and Early Years teams, Virtual School
12. Raise the profile of the SEND Ranges across settings within the City of London and where City-resident children receive their education if outside of the City of London		Years 1-4: <ul style="list-style-type: none"> <li>• SEND Panel receives high-quality requests for EHC</li> </ul>	

Action	In 2029, children and young people with SEND, and their families will see... (outcomes)	Success measures at end of year 1,2,3,4	Lead
		needs assessments reflecting the timely, accurate identification of needs	
<p>13. Engage professionals with existing communities of practice and networks - including the SENDCO network, North East London improvement networks, Designated Clinical Officer / Designated Medical Officer networks - and ensure they take learning back into their organisations</p>	<ul style="list-style-type: none"> <li>Professionals are knowledgeable about SEND and identifying needs.</li> </ul>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>professionals report improved knowledge and skills through engagement with professional networks to advocate for children and young people with SEND and their families</li> <li>SEND Programme Board has sight of relevant continued professional development offers across teams</li> <li>Aldgate School staff report that they work more effectively with families around their understanding of neurodiversity</li> </ul> <p>Years 1-4:</p> <ul style="list-style-type: none"> <li>utilise the designated social care officer (DSCO) network to share learning and bring back into the City Corporation</li> <li>involvement in SEND leadership programme</li> </ul>	<p>Lead for networks: SEND team</p> <p>Involved: Health, Children's Social Care and the Virtual School</p> <p>Lead for DSCO and SEND leadership programmes: Children's Social Care and Early Help</p>

<b>Action</b>	<b>In 2029, children and young people with SEND, and their families will see... (outcomes)</b>	<b>Success measures at end of year 1,2,3,4</b>	<b>Lead</b>
		increases knowledge and shared learning	
14. Develop a plan to raise awareness of SEND within the wider workforce	<ul style="list-style-type: none"> <li>• Stronger awareness and recognition of a range of disabilities and some of the needs that arise from that across staff in the City Corporation’s Department for Community and Children’s Services.</li> <li>• Stronger awareness and recognition of a range of disabilities and some of the needs that arise from that across staff in the City Corporation’s and Health’s wider services.</li> <li>• Appropriate, timely information, advice, guidance and support through better signposting.</li> </ul>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• identify the training and options and propose what could be put in place to raise awareness of SEND</li> <li>• agree delivery plan</li> <li>• deliver consistent approach to content for a multi-disciplinary training</li> </ul> <p>Years 2-4:</p> <ul style="list-style-type: none"> <li>• parent carers and young people with SEND report improved awareness of SEND in their interactions with the wider workforce</li> </ul>	<p>Lead: Strategy and Performance team</p> <p>Involved: SEND team, Health, Children’s Social Care and Early Help, Adults Social Care</p>

**Priority 4: children and young people with SEND and their families feel recognised, valued and part of their local community**

**To deliver on this priority over the next four years, we will:**

- advocate for SEND across City of London communities and networks
- strengthen the inclusiveness of universal services, such as youth and play services
- offer engagement and co-design opportunities to families

<b>Action</b>	<b>In 2029, children and young people with SEND, and their families will see... (outcomes)</b>	<b>Success measures at end of year 1,2,3,4</b>	<b>Lead</b>
<p>15. Senior leaders in the City Corporation and Health, and the City Corporation SEND Member Champion advocate for SEND across City of London communities</p>	<ul style="list-style-type: none"> <li>• SEND being championed and integrated across City of London communities.</li> <li>• City Corporation and Health policies, commissioning and service delivery reflecting thinking about SEND.</li> </ul>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• explore opportunities within wider City Corporation initiatives, such as Destination City and Committee discussions</li> <li>• opportunities to advocate for SEND taken</li> <li>• City Corporation SEND priorities are understood and championed by the Integrated Care System, and aligned with wider work to reduce health inequalities</li> </ul> <p>Year 2-4:</p> <ul style="list-style-type: none"> <li>• SEND visible within City Corporation and Health initiatives</li> </ul>	<p>Lead: Strategy and Performance team</p>

<b>Action</b>	<b>In 2029, children and young people with SEND, and their families will see... (outcomes)</b>	<b>Success measures at end of year 1,2,3,4</b>	<b>Lead</b>
		<ul style="list-style-type: none"> <li>• other services for SEND recognise City of London children and families' needs and start to develop plan to meet them</li> </ul>	
<p>16. Review the inclusiveness of existing universal services and where appropriate work with the provider to strengthen specific offers. Where there are gaps in provision, work with providers or the voluntary and community sector to fill them</p> <p>(Consider links to action 2)</p>	<ul style="list-style-type: none"> <li>• A strengthened, inclusive universal offer.</li> </ul>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• scoping of inclusiveness of the existing universal offer - to include the identification of opportunities to strengthen provision and gaps in provision</li> </ul>	<p>Lead: Strategy and Performance team Involved: Commissioning team</p>
<p>17. Work with the City Parent Carer Forum (CPCF) and children and young people with SEND to co-design at least three services and/or other initiatives</p> <p>(Links to actions 1, 6, 10, 16)</p>	<ul style="list-style-type: none"> <li>• Co-designed services and initiatives that meet their needs.</li> </ul>	<p>Years 1-4:</p> <ul style="list-style-type: none"> <li>• children and young people with SEND and/or parent carers report feeling heard and valued within co-design activities</li> </ul> <p>Links to success measures actions 1,6, 10, 16.</p>	<p>Lead: SEND team</p> <p>Involved: LAP partners</p>

## Priority 5: children and young people experience high quality, appropriate alternative provision when needed

To deliver on this priority over the next four years, we will:

- strengthen knowledge of City of London children and young people who are placed in alternative provision by schools outside of City of London boundaries
- only place children and young people in alternative provision that is quality assured by the local authority where the provision is located or by the City Corporation
- continue to put local alternative provision in place to support a child or young person when needed

<b>Action</b>	<b>In 2029, children and young people with SEND, and their families will see... (outcomes)</b>	<b>Success measures at end of year 1,2,3,4</b>	<b>Lead</b>
18. Strengthen relationships with schools outside of the City of London so that they tell us when a City of London child or young person is placed in alternative provision and we can ensure high-quality placements	<ul style="list-style-type: none"> <li>• City of London children and young people at schools outside of the City of London are known to the City Corporation and experience high-quality placements.</li> </ul>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• up-to-date, accurate information about alternative provision placements</li> </ul> <p>Years 1-4:</p> <ul style="list-style-type: none"> <li>• annual census of the school tracker</li> <li>• City of London children and young people are in high-quality alternative provision and achieve good outcomes</li> </ul>	<p>Lead: Education team</p> <p>Involved: LAP partners depending where the alternative provision is</p>
19. Embed the quality assurance framework for alternative provision as part of the SEND and Alternative Provision	<ul style="list-style-type: none"> <li>• High-quality alternative provision placements.</li> </ul>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• a quality assurance framework for alternative provision is embedded and</li> </ul>	<p>Lead: Commissioning team, SEND team</p>



<b>Action</b>	<b>In 2029, children and young people with SEND, and their families will see... (outcomes)</b>	<b>Success measures at end of year 1,2,3,4</b>	<b>Lead</b>
Panel process to strengthen existing bespoke spot purchased arrangements – including tuition services		<p>results in high-quality bespoke spot purchased arrangements</p> <p>Years 2-4:</p> <ul style="list-style-type: none"> <li>quality assurance framework regularly reviewed and amended as appropriate</li> </ul>	Involved: LAP partners
20. Monitor the quality of support that a child or young person is getting through the SEND and Alternative Provision Panel to ensure they achieve good outcomes	<ul style="list-style-type: none"> <li>High-quality alternative provision placements and good outcomes for the children and young people in them.</li> </ul>	<p>Years 1-4:</p> <ul style="list-style-type: none"> <li>high-quality alternative provision is reported at the SEND and Alternative Provision Panel</li> </ul>	<p>Lead: SEND team</p> <p>Involved: LAP partners</p>