Oxfordshire SEND

SEND Priority Action Plan 2026-2028

NHS Buckinghamshire, Oxfordshire and Berkshire West Integrated Care Board

NHS Oxford Health NHS Foundation Trust

OXFORDSHIRE PARENT CARERS FORUM A Voice for Parent Carers in Oxfordshire

NHS Oxford University Hospitals NHS Foundation Trust

OXFORDSHIRE COUNTY COUNCIL

Introduction

Every child and young person in Oxfordshire deserves the chance to thrive, whatever their needs or circumstances. The **Oxfordshire SEND Priority Action Plan 2026-2028** represents our shared commitment across education, health, and care partners to transform the experiences and outcomes of children and young people with special educational needs and disabilities (SEND).

Building on our vision of **inclusion, empowerment, and partnership**, this plan sets out priorities and actions to tackle local challenges, respond to national reforms, and ensure children, young people and families are valued, respected, and supported at every stage. Through strong collaboration, transparent governance, and a relentless focus on continuous improvement, we aim to create a SEND system that is fit for the future and shaped by the voices and aspirations of Oxfordshire's children, young people, and their families.

Local Area Partnership

- Oxfordshire Parent Carer Forum
- Oxfordshire County Council
- Education settings and Schools
- Buckinghamshire, Oxfordshire, Berkshire West Integrated Care Board
- Oxford Health NHS Foundation Trust
- Oxford University Hospitals NHS Foundation Trust
- SEND Youth Forum

About our Local Area Partnership

Together, the Local Area Partnership will deliver the priorities and actions of the Priority Action Plan; celebrating and supporting children and young people with SEND to achieve their wishes and aspirations.

The Local Area Partnership is made up of:

- Oxfordshire County Council
- NHS Buckinghamshire, Oxfordshire and Berkshire West Integrated Care Board (BOB ICB)
- Oxford Health NHS Foundation Trust
- Oxford University Hospitals NHS Foundation Trust (OUH)
- Education settings and schools
- Oxfordshire Parent Carer Forum (OxPCF), the official body for the voice of parent carers
- SEND Youth Forum, representing the views of children and young people.

Oxfordshire County Council and BOB ICB are jointly responsible for the planning and commissioning of services for children and young people with SEND in Oxfordshire.

Partnership Vision

This Priority Action Plan is part of a wider strategic context, including our children and young people's plan, education and inclusion strategy, and our new SEND strategy (currently in development). These strategies reflect a shared vision: that Oxfordshire is a place where all children and young people are safe, healthy, supported, and able to achieve their full potential.

As a local area partnership, we have co-produced our vision for services that support children and young people with SEND, and this approach and vision underpin this Priority Action Plan.

Local Area Partnership

We are committed to taking accountable and purposeful **action** to ensure that children and young people with SEND, along with their families, are **valued, respected, and empowered** to thrive in an inclusive and supportive community.

Our Approach

Together, we embrace a holistic perspective that **celebrates individuals' strengths**, aspirations, and achievements.
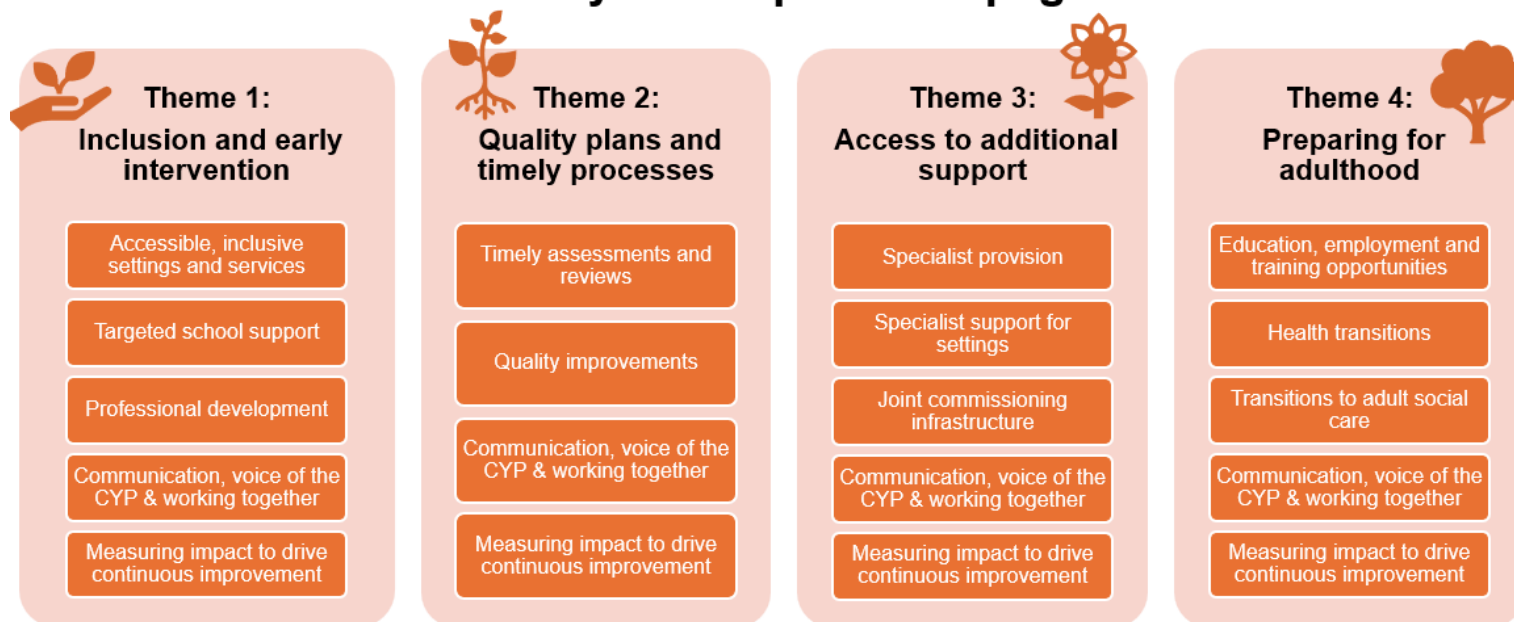Through **partnership, involvement and collaboration**, we support children and young people with SEND, their families and carers to fulfil their wishes and aspirations.

Delivering our SEND Priority Action Plan

The content of this Priority Action Plan (PAP) responds to the SEND local area partnership inspection of 2023 and the follow-up monitoring inspection in Autumn 2025. As such, the plan is structured in response to the areas for priority action and improvement areas identified, with the acknowledgement that there will naturally be some crossovers and synergies between the different areas.

This Priority Action Plan will be delivered through a robust programme management approach, with all tasks assigned to one of the four theme groups for progression. There is a mature governance structure in place, with all four theme groups reporting monthly to our Partnership Delivery Group (PDG) and SEND Improvement and Assurance Board (SIAB). This will include reporting on SMART KPIs, with some further scoping work required in certain areas to set specific targets (this will be complete by the end of March 2026).

Priority action plan on a page

Theme 1: Inclusion and early intervention	Theme 2: Quality plans and timely processes	Theme 3: Access to additional support	Theme 4: Preparing for adulthood
Accessible, inclusive settings and services	Timely assessments and reviews	Specialist provision	Education, employment and training opportunities
Targeted school support	Quality improvements	Specialist support for settings	Health transitions
Professional development	Communication, voice of the CYP & working together	Joint commissioning infrastructure	Transitions to adult social care
Communication, voice of the CYP & working together	Measuring impact to drive continuous improvement	Communication, voice of the CYP & working together	Communication, voice of the CYP & working together
Measuring impact to drive continuous improvement		Measuring impact to drive continuous improvement	Measuring impact to drive continuous improvement

Priority Action Plan

APA 1: Leaders in the local authority, ICB and education, health and care providers should urgently prioritise systems to gather the views of young people with SEND effectively. Leaders should use these views to inform their strategic planning for, and evaluation of, SEND services that improve the outcomes and experiences of children and young people with SEND and their families.					
What is our aim?	**What are we doing?**	**What does success look like?**	**How will we know we've been successful?**	**Who will lead this?**	**When will we achieve this by?**
To ensure that children, young people, and their families are at the heart of SEND planning and service delivery by embedding robust feedback mechanisms, fostering transparent communication, and promoting collaborative working across all partners. Build trust through clear, timely communication and meaningful participation of children, young people and families.	Improve two-way communication with parents and carers about pathways, funding and decisions. Reform consultation and engagement processes to be timely and transparent. Further strengthen child and young person voice, including expanding the reach of our SEND Youth Forum. Parent/carer SEND survey embedded and rolled out with a framework for action following it (You Said, We Did). Develop a child and young person feedback mechanism following involvement from a SEND professional. Develop child and young person and parent/carer	A well embedded feedback loop between the SEND Youth Forum and SIAB that leads to measurable improvements for CYP with SEND across the system. Increased parental confidence (and improved two-way communication). Fewer complaints linked to communication breakdown. Children and young people report being listened to and see change as a result. Parent and carers report that they were listened to during the involvement and that the child and young person's needs are well understood and appropriate services in place to support the child.	Increased engagement on key feedback channels and communication items. 20% increase in the number of young people contributing to SEND Youth Forum activities. Increase to a 30% return on feedback surveys from parent/carers following an involvement from a SEND professional, which indicates a 70% overall satisfaction with the involvement. 100% return on surveys from children's young people and their families for those who access an enhanced pathway.	Assistant Director SEND and Inclusion CEO of Acer Trust Theme 1	Spring 2027

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	feedback for those in an enhanced pathway.	Regular cycle of review to ensure themes from survey feedback are used to improve service delivery 'You Said. We Did' Good engagement from parents and carers on the range of communication channels that show diverse representation.	Positive qualitative feedback on the communication from the school to parent/carer whilst child is in an enhanced pathway. Significant increase in the diversifying of parent carer groups, tracked through audits and targeted engagement opportunities.		
We capture and evidence the views of children and young people and their families throughout statutory processes.	Review of the Annual Review processes to ensure that these are person-centred, that the Annual Review meeting is high quality with good professional involvement, and that EHCPs following Annual Reviews remain high quality. Roll-out of surveys, including young person voice (Youth Forum) and via OxPCF. EHCNA and Annual Review survey to been rolled and embedded within statutory process.	Children, young people, and their parents/carers are involved in development of outcomes and able to contribute their views during the drafting of the EHCNA, EHCP, and the Annual Review process. Plans are updated with the child and young person's wishes and views following an Annual Review.	More than 50% positive survey responses (SEND and post EHCNA) and increased percentage of Annual Reviews that capture the voice of children and young people with SEND. Aiming for a +90% CYP participation in Annual Review process; We want more than 50% CYPs giving positive feedback on their level of involvement in their	Assistant Director SEND and Inclusion Designated Clinical Officer Theme 2	+50% by Spring 2027 +75% by Spring 2028

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		All annual review data will be accessible through the SEND dashboard.

Positive feedback from parents/carers through OxPCF, SENDIASS, and EHCNA and Annual Review surveys.

Contents of EHCPs are familiar to parent carers and they feel the provision accurately reflects the needs described. | Annual Reviews and working towards 75% positive by 2028.

75% of parents will report they feel EHCPs accurately reflect needs via survey responses. | | |
| Ensure young people with SEND and their families are fully informed, involved, and supported through clear communication and collaborative planning at every stage of the transition to adulthood, empowering them to shape decisions and access opportunities for education, employment, health, and independent living. | Develop and maintain comprehensive Preparation for Adulthood resources and promote them through multiple channels.

Involve the youth forum and other young people in designing and reviewing content and transition processes. | Year on year increase in young people accessing education, employment, training or independent living opportunities post 16.

Positive feedback from children and young people on the information they are receiving. | % young people and families attending transition planning meetings and contributing to decisions (target % to be confirmed).

Feedback from young people leads to at least 2 documented improvements in transitions processes per year. | Service Manager Adult Social Care

Service Manager for Children with Disabilities

Theme 4 | Spring 2027 |

APA 2: Leaders in the local authority, ICB and education, health and care providers, should develop communication systems across the partnership to improve the efficiency and quality of their information-gathering processes to ensure that children and young people's needs are understood and met effectively through co-ordinated approaches.					
What is our aim?	**What are we doing?**	**What does success look like?**	**How will we know we've been successful?**	**Who will lead this?**	**When will we achieve this by?**
To work in partnership with children, young people, and their families to design inclusive services, settings and spaces, and to develop effective communication systems that ensure needs are understood and met through co-ordinated approaches.	Expand on the work of SEND youth forum to support accessible spaces, for example reasonable adjusmtents in primary care. Create and use tools like 'pupil passports' to centre the child's perspective. Scope the possibility of a 'Tell us once/health care passports'.	Children, young people and their families are at the centre of planning and designing accessible and inclusive services and spaces. Children and young people and their families have access to tools that enable them to share their views/history once, supporting multi agency working. We will understand the best way to support parents in telling their stories once and will co-produce a tool to support that.	Significant increase in the use of 'Tell us Once' overviews and other tools. Success is evident by the consistent use of the new tool by parents and carers. Increase the number of organisations engaged with the SEND Youth Forum to discuss accessiblity.	Assistant Director SEND and Inclusion CEO of Acer Trust Theme 1	Spring 2027
There are clear systems in place to communicate statutory processes and associated decision-making, which are accessible and understood by professionals, parents/carers, children and young people.	Publish accessible documentation outlining panels and processes and timelines around communicating outcomes. Liquid Logic portal updated to support communication of statutory processes with parents and carers.	Parents and carers will be fully informed of any processes and decision making in relation to their child's EHCNA/EHCP, including decision making at panels.	Autumn 2026: 100% of statutory decisions and updates to EHCP processes communicated within agreed timescales. Spring 2027: Collecting and acting on feedback from parents/carers through,	Assistant Director SEND and Inclusion Designated Clinical Officer Theme 2	Spring 2027

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What is our aim?	**What are we doing?**	**What does success look like?**	**How will we know we've been successful?**	**Who will lead this?**	**When will we achieve this by?**
	Communication Pledge developed and embedded. Review of communications pathway for key decisions within EHCP process to identify gaps and implement improvements. Collaborate with schools to review and improve the EHCP consultation process, ensuring it is more collaborative and responsive.	All relevant information is on the Local Offer and accessible to all. Documents and communication tools are developed in consultation with parents and carers. Annual Review meetings shall be held by education settings, well within the 12 month AR decision deadline	OxPCF, SENDIASS, and EHCNA and Annual Review surveys (establish baseline in 25/26), utilising a "You Said, We Did" approach. Outputs from the communication tools developed. Improved officer response rates and timeliness to contact from families		
We further develop and better communicate our graduated approach to early help and social care to meet the needs of children with disabilities, including our short breaks provision.	Gap analysis of current offer in early help and social care for SEND to design an offer that reduces the risk of crisis or need for statutory support, linking to the Families First reforms and Family Hubs. Identify where/what support is currently provided through voluntary and community sector and evidence of impact that could be	Families needs are considered holistically rather than each child or young person's needs individually meeting a particular diagnostic threshold. Families understand our early help and social care offer and how to access key services.	Increased number of families supported by our wider early help offer.	AD Partnership Development Lead for Start Well Commissioning Theme 3	Spring 2027

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What is our aim?	What are we doing?	What does success look like?	How will we know we've been successful?	Who will lead this?	When will we achieve this by?
	replicated across the local area. Share information with parents and carers to improve understanding of our offer and how/when to access services.				
Establish and embed cross-partnership communication systems that foster collaboration and mutual understanding among professionals across local authority, ICB, and education, health, and care providers.	Co-production stocktake, aiming to standardise understanding of co-production across partners. Communication strategy and channels review. Implement solutions from review. Co-production of a shared Local Area Partnership narrative about where we are in our improvement journey and key messages. Development of partnership infrastructure to coordinate our approaches to communication.	A comprehensive review completed with clear recommendations documented, allowing targeted improvements and ensures messages across the partnership are aligned, reducing confusion for families and professionals. Stronger relationships are built with children, young people and families. A shared narrative is developed collaboratively with input from children, young people and families and partners.	At least 2 initiatives are implemented from the co-production stocktake. Stakeholder feedback confirms that the review addressed gaps and improved clarity. At least 80% of the identified improvements from the communication channels review are implemented within agreed timelines. Winter 2026: Evidence of improved engagement metrics. Stakeholders report improved understanding of	Enabler Workstream Communication, voice of the child & working together – Chair to be confirmed	Spring 2027

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What is our aim?	What are we doing?	What does success look like?	How will we know we've been successful?	Who will lead this?	When will we achieve this by?
		Regular communication planning meetings take place and are documented. Shared portal/database for non-sensitive information for LAP partners.	the improvement journey and key messages. Information available to all LAP partners for use across workstreams added to a central location.		
We ensure that young people, families, carers, and professionals can easily access comprehensive and up-to-date information about SEND services and support through the local offer website.	Evaluate progress to date on our local offer refresh and identify any gaps for further development.	Our local offer is well-used and well-known by families. The information on our local offer is high quality, in-depth and up to date.	Increased dwell time on information-containing local offer pages: information is relevant to the user. Average number of click-throughs during a user visit is low: finding information with ease. Increase awareness of local offer website to 90% (currently 72%). By Winter 2026 we will see: Increase of 60% from baseline in overall views on the local offer site.	Enabler Workstream Communication, voice of the child & working together	Spring 2027

APA 3: Leaders across the partnership should establish rigourous processes to help ensure the improved timeliness and quality assurance of EHC plans. Leaders should use this learning to improve the quality of new and existing EHC plans.					
What is our aim?	What are we doing?	What does success look like?	How will we know we've been successful?	Who will lead this?	When will we achieve this by?
Children and young people's needs are accurately identified and assessed within statutory timeframes.	Quarterly assurance through multi-agency quality assurance forum (MAQA). Embed our updated multi-agency Quality Improvement Framework. Using Power BI dashboard to monitor trends to improve compliance. Explore technology options to make best use of resources and provide a quality, timely service for all. Embed the outcomes from the review of the Annual Review process to make this a more robust and comprehensive process. Promotion of the use of Annual Review Portal by schools.	Quality professional advice informs robust decision making to support CYP, families and settings within statutory timeframes. Schools sending through Annual Review paperwork within two weeks of the Annual Review meeting. Annual Review paperwork processed in a timely way with decisions made within 4 weeks of the Annual Review meeting.	Aim for 100% compliance with statutory timelines for issuing new EHCPs. Where full compliance is not feasible due to exceptional circumstances, our minimum performance threshold is to meet or exceed the national average for EHCP timeliness (46% in 2024), as reported by the DfE. Increased number and % of annual review advice will have been quality assured. Increase in the number of EHCPs graded overall as silver and gold standard by Invision 360. 90%+ of Annual Reviews (ARs) to clearly capture the voice of CYPs. With a target of 100% engagement for all Phased Transfer AR meetings. 60% of AR meetings being appropriately held within the 12-	Assistant Director SEND and Inclusion Designated Clinical Officer for SEND Theme 2	Spring 2027

			month deadline. Target of 100% by 2028.		
			60% of schools sending Annual Review reports to the Local Authority within 2 weeks of the Annual Review meetings. 100% of Annual Review decisions made within 4 weeks of the Annual Review meeting.		
			100% of amended Plans issued within 12 weeks of the Annual Review meeting.		
			30% of all EHC Plans annual reviews are recorded through the portal in year 1.		
Deliver high-quality, person-centred EHCPs that accurately describe each child or young person, ensuring their needs are met effectively, supported by robust improvement processes to monitor and continually enhance the quality of plans and contributing advice.	Quality assurance Audit tool embedded across the partnership. Quality assurance process supports the identification of gaps in knowledge and skills and implementation of specific training for professionals. Robust improvement processes are in place to ensure the quality of EHCPs and contributing advice is routinely moderated through the MAQA forum. Joint partnership quality assurance moderation sessions through Invision360.	All EHCPs and annual reviews incorporate the perspectives of education, health, social care agencies and settings to ensure high quality and timely completion. Continued engagement from all partners at the multi-agency quality assurance forum. All EHC plans accurately reflect the needs of the child or young person, with descriptions that are specific, sufficiently detailed, and include	Increase in staff knowledge through pre/post survey at training. Increase in the number of EHCPs graded overall as silver and gold standard by Invision 360.	Assistant Director SEND and Inclusion Designated Clinical Officer Theme 2	Winter 2026

	Embedding site setting visits to undertake QA audits, reviewing specified provision as part of multi agency quality improvement framework (QIF).	contributions from all agencies. The provision detailed in the child and young person's EHCP is specific, quantifiable, and directly addresses the identified needs. Plans are legally compliant, outcome-focused, and implemented in practice, with access to the provision specified.			

APA 4: Leaders across education, health and care should improve the commissioning of services to ensure that children young people and their families receive sufficient support to better meet their needs and improve parental confidence in the SEND system.					
What is our aim?	What are we doing?	What does success look like?	How will we know we've been successful?	Who will lead this?	When will we achieve this by?
We support schools and settings to provide high quality targeted support that meets the needs of children and young people with SEND.	Expand and refine special school outreach, ensuring it is targeted, sustained and financially viable. SENDCo Helpdesk and Specialist Clinics: Strengthen the SENDCo Helpdesk, including clear escalation routes and child specific advice, and enhance by gathering specific feedback from schools (e.g., via chat) on preferred topics and formats for clinics. Roll out the Relational Schools Programme systematically by developing a shorter, targeted relational support offer. Align targeted support to the graduated approach and ordinarily available provision.	More children and young people with EHCPs remain in mainstream settings and have their needs met and make good educational progress. 100% of schools are engaged in one or more of the initiatives on offer to support inclusion. Decrease in suspension and exclusion rates of children and young people with SEN support and EHCP. See an increase in parents' confidence in the system. Good practice is shared through an effective network and followed up to ensure it is having the desired impact.	100% of schools are engaged in one or more of the initiatives on offer to support inclusion. Increase in attendance rates of children and young people with SEN Support and EHCP. Decrease in suspension and exclusion rates of children and young people with SEN Support and EHCP. Increased % of children to reach a good level of development by the end of reception. Decrease in requests for Special School Placements where the child is in the enhanced pathway. Decrease in parental requests for Special School Placement (Change of place requests). Decrease in requests for Special School Placements (Change of place requests) (by school).	Assistant Director SEND and Inclusion CEO of Acer Trust Theme 1	Spring 2027

APA 4: Leaders across education, health and care should improve the commissioning of services to ensure that children young people and their families receive sufficient support to better meet their needs and improve parental confidence in the SEND system.					
What is our aim?	What are we doing?	What does success look like?	How will we know we've been successful?	Who will lead this?	When will we achieve this by?
	Continued work of the Behaviour Inclusion Officers. Further embed the SEND Framework. SLT screening and intervention in primary schools – roll out of Wellcomm. Small School Enhanced Pathway Models: Investigate and support creative solutions, such as cluster models, to enable small schools to participate in enhanced pathway provisions.		More than 50% of feedback from families reflects that they are being heard and children's needs put first. Improved school confidence in supporting complex pupils. Increased number of schools using Wellcomm and a reduction in reds, and ambers, and increasing green.		
We develop ways of working across organisational boundaries to provide holistic and joined-up support for children and young people with multiple and complex needs.	Progress CAMHs transformation programme to meet young people's mental health needs in a timely way. Children's Integrated Therapies (CIT): review of eligibility, criteria and demand management.	Children have access to specialist health services within a reasonable timeframe.	Waits for specialist health services are within 18 weeks. Children's integrated therapies: Median wait time <18 weeks (The time for a patient to be seen, for services; CYP Occupational Therapy, CYP Physiotherapy, CYP Speech and Language).	AD Partnership Development Lead for Start Well Commissioning Theme 3	Spring 2027

APA 4: Leaders across education, health and care should improve the commissioning of services to ensure that children young people and their families receive sufficient support to better meet their needs and improve parental confidence in the SEND system.					
What is our aim?	What are we doing?	What does success look like?	How will we know we've been successful?	Who will lead this?	When will we achieve this by?
			25% increase from the baseline in positive feedback from education settings on the provision of specialist health services. Reduction in spend on private therapy assessments.		
To develop a shared local area partnership plan to move towards identifying neurodevelopmental conditions using a needs-led approach.	Neurodevelopmental conditions pathway redesign to move towards a needs-led approach to assessing children. Increased resources for families on the waiting list for assessment including points of contact, monitoring and tangible support where clinically necessary.	Shift focus from diagnosis to needs-led support. Needs met in settings and at home without a diagnosis from clinical and non-clinical resources. CYP are supported as early as possible, avoiding crisis/burnout. Families are aware of options available and the differences of each, including needs-led approach, CAMHS neurodevelopmental conditions pathway, Right to Choose and private assessment.	20% reduction from the baseline in the waiting time for the support following a neurodevelopmental conditions assessment for children and young people requiring a diagnosis. Decrease in right to choose assessments. More than 50% positive feedback from education settings and parents/ carers on the needs-led approach. Increase in school attendance. Reduction in permanent exclusions.	AD Partnership Development Lead for Start Well Commissioning Theme 3	Spring 2027
We work in partnership to improve the education	Equipment Policy to be extended to Special Schools and Early Years settings.	Improved education outcomes for children in special schools and early years settings	Reduced absence in special schools related to long-term health	AD Partnership Development	Spring 2027

APA 4: Leaders across education, health and care should improve the commissioning of services to ensure that children young people and their families receive sufficient support to better meet their needs and improve parental confidence in the SEND system.					
What is our aim?	What are we doing?	What does success look like?	How will we know we've been successful?	Who will lead this?	When will we achieve this by?
experience and outcomes for children with complex needs in all education settings.	Roll out new framework for delegated health care tasks (DHCT). Progress review of Special School Nursing resource.	whereby equipment is required to access education. Education settings have access to training to perform DHCT relevant to the child and the ICB financially support the delivery of these tasks where the individual is competent to. Improved education outcomes for children in special schools.	conditions (i.e. not appointment-related). More than 50% positive feedback from education settings on the implementation policy and DHCT framework.	Lead for Start Well Commissioning Theme 3	
We jointly commission services and develop our joint commissioning infrastructure across health, education, and social care.	Review of Section 75 (S75) pooled budget arrangements.	Commissioning arrangements are clearly understood across the partnership. Pooled budget arrangements in the S75 and utilised appropriately.	S75 arrangements signed off by Joint Commissioning Executive and in place. Spend is monitored via Performance and Finance monthly meeting.	AD Partnership Development Lead for Start Well Commissioning Theme 3	Winter 2026

APA 5: Leaders, including education, health and care providers, should identify the steps that they will take to collectively monitor and measure the impact of their strategy and actions. These plans should be co-produced with and communicated clearly to children, young people and their families so that their experiences and outcomes improve.					
What is our aim?	**What are we doing?**	**What does success look like?**	**How will we know we've been successful?**	**Who will lead this?**	**When will we achieve this by?**
System leaders make best use of evidence, national good practice and data to drive continuous improvement.	Development of revised SEND strategy and new education & inclusion strategy, with a clear focus on impact. Make good use of data dashboards, self-assessment tools and other reports. Evaluate services, identify gaps and share learning across the local area partnership. Measure impact through clear metrics and KPIs and publish impact findings in accessible formats. Use of data for cohort planning: Explore and implement the use of data to inform future provision planning.	Regular impact reports produced and shared with stakeholders, including CYP and families. Year on year improvements demonstrated in key indicators. All actions have designed outcomes, indicators and targets as appropriate.	Summer 2026: Education and inclusion strategy published with clear implementation plans and governance. Clear governance structure in place with consistent representation across the Local Area Partnership. Clear KPIs that are reviewed quarterly or annually. Winter 2027: Revised SEND strategy published.	Director of Children's Services Director of Performance and Delivery	Winter 2027
We are confident using co-production and collaborative ways of working across the partnership, choosing the	We deliver further co-production training for local area partners and share resources.	All local area partners complete the additional co-production training within the agreed timeframe.	Post training feedback shows at least 80% of participants feel more confident in applying co-production principles.	Enabler Workstream - Communication, voice of the	Spring 2027

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right engagement activities for the task.	We contribute to the co-production stocktake and seek to learn from its findings. We use the engagement tracker to log and share upcoming activities. Lessons learnt are shared with all stakeholders.	Training resources are shared and accessible on a common platform. Stakeholder report improved visibility and coordination of engagement activities. Families and local area partners report a shared understanding of what good co-production is and what it is not. Workstreams clearly define from the outset the intended level of engagement from families and their representative groups: co-production, co-design, or consultation.	Findings from the stocktake are reviewed and translated into at least 2 actionable improvements in practice or policy. Documented % increase of LAP members who have attended co-production training. Success is evidenced by increased confidence and understanding of co-production among families and partners, clear examples of feedback shaping decisions, and learning from the co-production stocktake leading to measurable improvements in practice.	child & working together	
We celebrate successes and share information across the local area partnership, making sure our communication approaches reach families, professionals and children and young people with SEND.	Communication strategy and channels review. Implement solutions from review, including developing new forms of media to reach families, professionals and children and young people with SEND.	Increased levels of engagement across our communication channels, leading to increased awareness about our improvement journey & offer. Resources are aligned with the most effective communication channels.	Surveys and feedback mechanisms in place. Increase % aware of SEND improvement work, and details of the work to more than 50% (41%).	Enabler Workstream - Communication, voice of the child & working together	Winter 2026

Improvement areas

What is our aim?	What are we doing?	What does success look like?	How will we know we've been successful?	Who will lead this?	When will we achieve this by?
Improvement area 1: The Local area partnership should evaluate the quality and impact of services and joint working more effectively to inform improvements that lead to better outcomes and experiences for children and young people with SEND.					
This is addressed in APA 1, 2 and 5 above.					
Improvement area 2: Leaders should improve their strategic approach to transition planning at all ages so that children and young people receive the right help and support they need to lead successful lives.					
We develop and expand our support and offer for post-16, so that more young people with SEND can access education, employment and training opportunities.	Deliver outreach and training to help employers identify and create meaningful work experiences and internships for young people with SEND, including Community of Practice online sessions and a Reverse Recruitment Fair. Develop and publish an Employer Toolkit for supporting young people with SEND into the world of work. Drawing on national best practice, develop our approach for engaging young people with SEND with education and employment opportunities. Expand provision and reach of key initiatives including supported employment, Connect to work and SMART internships programme.	More young people with SEND have access to high-quality career support, meaningful work experience and inclusive employment. An increase in employers across Oxfordshire who are confident and equipped to offer accessible pathways, supported by training and toolkits. More young people with SEND move successfully into EET, with increasing participation in supported employment programmes and reduced number who are NEET. Transition planning starts early, and young people with SEND and their families understand the steps needed to access education,	Number of YP with SEND participating in a Supported Internship (SMART and Oxfordshire supported internships) (Target: 50 participants) % of young people who are 'Not Known'. (Age 16-18). (Target: <15.4% - Below National average) % of young people who are "not known" aged 16-18 with an EHCP. (Target – Equal to or below national average). % of young people who are "not known" aged 16-18 with SEN support. (Target – Equal to or below national average). % of young people who are NEET age 16-18. (Target: % - Below National average)	Service Manager Adult Social Care Service Manager for Children with Disabilities Theme 4	Spring 2027

What is our aim?	What are we doing?	What does success look like?	How will we know we've been successful?	Who will lead this?	When will we achieve this by?
	Monitor and support progress against the Gatsby Benchmarks in schools and colleges to ensure high-quality careers programmes are in place. Implement and monitor the introduction of post-19 officers to support the transition from children's to adult social care, ensuring continuity of care and planning for young people leaving special education.	employment and training opportunities.	% of young people who are NEET aged 16-18 with an EHCP. (Target – Equal to or below national average). % of young people who are NEET aged 16-18 with SEN support. (Target – Equal to or below national average). % of young people with EHCP support who are in education employment or training (Age 19-25) (Target: 80%). Completion of the Gatsby benchmark evaluations (Target: 100% by Sep26) % of schools meeting Gatsby benchmark 8: (Personal Guidance). (Target: 67% by Sep26)		
We plan early and work together in a joined-up way to support children and young people through transitions in services, particularly as they turn 18.	Complete mapping of all the health, education and social care transition pathways on a page and publish on the local offer. Communicate these to families, schools and settings directly where possible. Work to improve transitions process between health services particularly in CAMHS.	Children, young people and their families have a clear understanding of the transition process, and opportunities for each service they are supported by as a child and understand roles and responsibilities of staff across the LEA system published on the local offer.	25% increase of positive feedback from professional stakeholders and parents/carers on the transition process. 25% Reduction in PALS complaints on the gaps in service areas during the transition process.	Service Manager Adult Social Care Service Manager for Children with Disabilities Theme 4	Spring 2027

What is our aim?	What are we doing?	What does success look like?	How will we know we've been successful?	Who will lead this?	When will we achieve this by?
We will provide accessible, extensive information for young people and their families about Preparing for Adulthood (PfA), ensuring clarity on available support, how to access services, and what to expect throughout the transition process.	Develop and maintain accessible and comprehensive webpages covering the full breadth of PfA content. Use a range of communication tools and channels to promote PfA pages. Involve the SEND Youth Forum and other young people in designing and reviewing PfA content. Collaborate with Oxme.info and other partners to improve reach, share content, and ensure consistent signposting across platforms. Promote new PfA features (guides, videos) via social media and Oxme news.	Young people and their families have access to comprehensive, easy-to-understand information regarding transition pathways and post-16 options, leading to informed decision-making. Information on transition pathways is offered early to aid decision making and for families to consider available options.	Average Dwell time (Target >30 seconds) Total views of the Youth Hub webpage. (Target -400 per month. Baseline -250 Oct25) 'Mystery Shopper' style accessible Navigation survey feedback conducted with the SEND Youth forum semi-annually; . Survey Question 1: How easy was it to navigate the Youth Hub – Very Easy & Easy (Target 80%. Baseline 57% Jul25) . Survey Question 2: Did you find the information you were looking for – Yes (Target 75%. Baseline 33% (Jul25).	Service Manager Adult Social Care Service Manager for Children with Disabilities Theme 4	Spring 2027
To ensure a seamless and supportive transition for young people with mental health, physical, and learning disabilities as they move from children to adult health services.	Review of transitions process between children's services and adult social care, including pathways to access suitable accommodation. Multi-agency placements and achieving stability in care for children living in placements panel (panel 4): improvement action plan.	Relevant young people have a Care Act assessment and Adult Social Care support plan in place by their 18th birthday.	% of YP who have a Care Act assessment in place by their 18th birthday (Target: 100%). % of YP who have an Adult Social Care support plan in place by their 18th birthday (Target: 100%).	Service Manager Adult Social Care Service Manager for Children with Disabilities Theme 4	Spring 2027

What is our aim?	What are we doing?	What does success look like?	How will we know we've been successful?	Who will lead this?	When will we achieve this by?
	Adult health and social care teams for 18-25.		Average age Care Act assessment completion (Target: age 17yrs & 6ms). % of Pathway plan needs assessments completed by age 16 (CWCF) (Target: 100%).		
Improvement area 3: Leaders must continue to develop their oversight, strategy and commissioning arrangements of suitable alternative provision so that there is sufficient suitable provision that meets the needs of children and young people with SEND.					
Access to timely, quality Alternative Education Provision (AEP) and where appropriate, clear reintegration plans back to mainstream education.	AEP multi agency board established with clear links to the Education and Inclusion partnership. Refresh of the AEP commissioning framework to onboard new quality assured providers. Creating a clear understanding of the roles and responsibilities within AEP provision and a shared vision of what AEP looks like.	CYP and parents have a clear understanding of AEP processes. CYP and parents have a range of choice for AEP that meets the needs of the CYP. Shared quality assurance process of unregistered of AEP.	Timeliness of AEP placement; progress metrics through use of AEP for children and young people. Reduction of spot purchasing of AEP. No. of new placements within AEP per term. No. of successful transitions back into mainstream school per term. No. of transitions into Resource Base placement per term. No. of transitions into maintained Special School per term.	Alternative Education Provision Board	Spring 2027
Improvement area 4: Leaders across the partnership should continue to address the long waiting times for children and young people requesting support from health services. The local area partnership should ensure that support is in place from health services for children and young people who are awaiting assessments.					
This is addressed in APA 4 above.					