

Notice of Children's Services Overview and Scrutiny Committee



Date: Monday, 14 September 2026 at 6.00 pm

Venue: HMS Phoebe, BCP Civic Centre, Bournemouth BH2 6DY

Membership:

Chairman:

Cllr S Carr-Brown

Vice Chairman:

Cllr S Bull

Cllr O Brown
Cllr P Cooper
Cllr D Farr

Cllr E Pankhurst
Cllr B Hitchcock
Cllr S Mackrow

Cllr D Martin
Cllr T Slade
Cllr O Walters

Parent Governor Co-opted Representatives

Jeremy Payne and Matt Tuddenham

Diocesan Co-Opted Representatives

Mark Saxby

Youth Parliament Representatives

Polly Homan and Yakub Maatoug

All Members of the Children's Services Overview and Scrutiny Committee are summoned to attend this meeting to consider the items of business set out on the agenda below.

The press and public are welcome to view the live stream of this meeting at the following link:

<https://democracy.bcpCouncil.gov.uk/ieListDocuments.aspx?MIId=6546>

If you would like any further information on the items to be considered at the meeting please contact: Democratic Services on 01202 096660 or email sinead.ocallaghan@bcpCouncil.gov.uk

Press enquiries should be directed to the Press Office by email at press.office@bcpCouncil.gov.uk or tel: 01202 118686

This notice and all the papers mentioned within it are available at democracy.bcpCouncil.gov.uk

AIDAN DUNN
CHIEF EXECUTIVE

4 September 2026

**DEBATE
NOT HATE**



Available online and
on the Mod.gov app

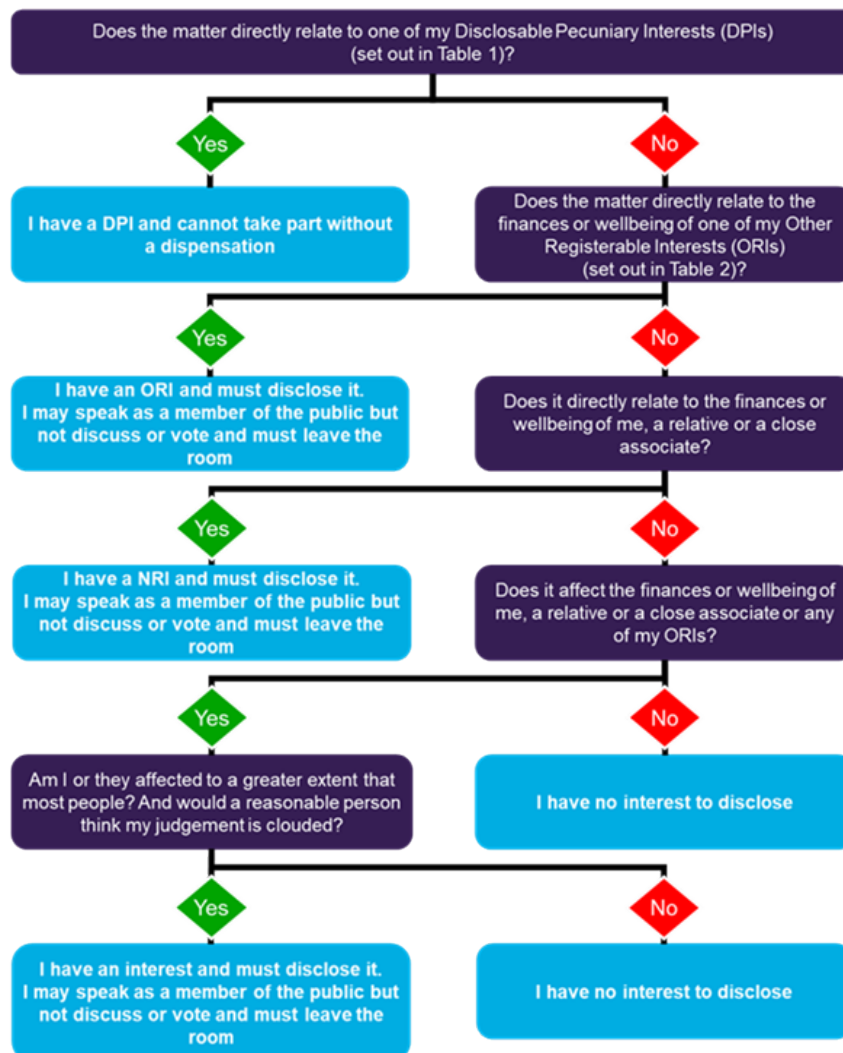


Maintaining and promoting high standards of conduct

Declaring interests at meetings

Familiarise yourself with the Councillor Code of Conduct which can be found in Part 6 of the Council's Constitution.

Before the meeting, read the agenda and reports to see if the matters to be discussed at the meeting concern your interests



What are the principles of bias and pre-determination and how do they affect my participation in the meeting?

Bias and predetermination are common law concepts. If they affect you, your participation in the meeting may call into question the decision arrived at on the item.

Bias Test

In all the circumstances, would it lead a fair minded and informed observer to conclude that there was a real possibility or a real danger that the decision maker was biased?

Predetermination Test

At the time of making the decision, did the decision maker have a closed mind?

If a councillor appears to be biased or to have predetermined their decision, they must NOT participate in the meeting.

For more information or advice please contact the Monitoring Officer

Selflessness

Councillors should act solely in terms of the public interest

Integrity

Councillors must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships

Objectivity

Councillors must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias

Accountability

Councillors are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this

Openness

Councillors should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing

Honesty & Integrity

Councillors should act with honesty and integrity and should not place themselves in situations where their honesty and integrity may be questioned

Leadership

Councillors should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs

AGENDA

Items to be considered while the meeting is open to the public

1. **Apologies**

To receive any apologies for absence from Councillors.

2. **Substitute Members**

To receive information on any changes in the membership of the Committee.

Note – When a member of a Committee is unable to attend a meeting of a Committee or Sub-Committee, the relevant Political Group Leader (or their nominated representative) may, by notice to the Monitoring Officer (or their nominated representative) prior to the meeting, appoint a substitute member from within the same Political Group. The contact details on the front of this agenda should be used for notifications.

3. **Declarations of Interests**

Councillors are requested to declare any interests on items included in this agenda. Please refer to the workflow on the preceding page for guidance.

Declarations received will be reported at the meeting.

4. **Minutes**

To confirm and sign as a correct record the minutes of the Meeting held on 16 June 2026.

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5. **Public Issues**

To receive any public questions, statements or petitions submitted in accordance with the Constitution. Further information on the requirements for submitting these is available to view at the following link:-

<https://democracy.bcpccouncil.gov.uk/documents/s2305/Public%20Items%20-%20Meeting%20Procedure%20Rules.pdf>

The deadline for the submission of public questions is 3 clear working days before the meeting.

The deadline for the submission of a statement is midday the working day before the meeting.

The deadline for the submission of a petition is 10 working days before the meeting.

6. **Members of Youth Parliament Update**

To receive a verbal update from the Members of Youth Parliament (MYPs).

Verbal
Report

7. Recommendation Tracker To note the latest updates to the recommendation tracker, including consideration of recommendations made by the Committee.	17 - 62
ITEMS CIRCULATED BETWEEN MEETINGS	
8. Corporate Performance Report - Q4 BCP Council adopted 'A shared vision for Bournemouth, Christchurch and Poole 2024-28' in May 2024. The shared vision is the corporate strategy which sets out the council's vision, priorities and ambitions as well as the principles which underpin the way the council works as it develops and delivers its services. Incorporated in the vision is a set of measures of progress for achieving the vision, priorities and ambitions. This is the performance monitoring report for Quarter Four 25-26, presenting an update on the progress measures. The council's delivery against its priorities and ambitions can also be monitored through the performance dashboard which is available on the council's website providing up-to-date real time information on the progress measures.	63 - 96
9. Risk Management - Children's Services This report updates councillors on the position of those corporate risks relating specifically to Children's Services.	97 - 118
ITEMS OF BUSINESS	
10. SEND Reform Plan Bournemouth, Christchurch and Poole Council, working with NHS Dorset and wider local area partners, submitted its Local SEND Reform Plan to the Department for Education in June 2026. The Plan sets out a three-year roadmap to improve outcomes for children and young people with SEND, strengthen inclusive mainstream provision, improve family confidence and support the long-term sustainability of the High Needs Block. The Plan is underpinned by co-production with children, young people, parents, carers and practitioners, a local partnership maturity assessment, an Inclusive Place Sufficiency Strategy, an Experts at Hand partnership model and a clear Theory of Change.	119 - 314

It responds to increasing demand, including sustained growth in Education, Health and Care Plans, whilst building on BCP's strengths and improving partnership arrangements. A key component of delivery is the introduction of a Targeted Cluster Funding Model, funded through £1.5m per annum from the High Needs Block, to support earlier intervention, inclusion and prevention activity.

The Children's Services Overview and Scrutiny Committee considered the proposed approach at their meeting on 14 September 2026.

11. BCP SEND and Alternative Provision Strategy 2026 - 2029

315 - 344

Bournemouth, Christchurch and Poole Council, working with NHS Dorset and wider local area partners, has developed the BCP SEND and Alternative Provision (AP) Strategy 2026-2029. The strategy sets out the partnership's shared vision, ambitions and priorities for improving outcomes for children and young people with Special Educational Needs and Disabilities (SEND) and those who require Alternative Provision. The strategy has been developed through extensive engagement and co-production with children and young people, families, schools, settings and partner organisations. The shared vision is:

"We belong. We are listened to. We can thrive."

The strategy responds to increasing levels of need and demand across the SEND system whilst recognising the need to strengthen inclusion, improve consistency of support and ensure that children and young people receive help at the earliest possible stage. The strategy establishes a shared partnership framework built around six priorities:

- Inclusive Practice and Belonging in Every Setting;
- Earlier Help Through a Locality Model;
- The Right Support in the Right Place;
- A Strong and Purposeful Alternative Provision Offer;
- Preparation for Adulthood; and
- Trust, Communication and Co-production.

The SEND and AP Strategy should be viewed as the partnership's overarching strategic framework. It describes what the local area is seeking to achieve and the outcomes it wishes to deliver for children, young people and families. Delivery of the strategy will be supported through the BCP Local SEND Reform Plan, which is presented elsewhere on this agenda and provides greater detail regarding how these ambitions will be implemented.

Implementation of the strategy will be supported through a comprehensive governance framework bringing together education, health, care, commissioning and wider partnership arrangements. Strategic oversight will be provided through the SEND and AP System Leadership Group and associated boards responsible for key workstreams including inclusion, alternative provision, preparation for adulthood, co-production, sufficiency planning and SEND reform delivery. The governance framework also provides routes for accountability through Council and partnership structures including Cabinet, Overview and Scrutiny Committee, Schools

Forum, the Children and Young People Partnership Board and the Health and Wellbeing Board.

The Children's Services Overview and Scrutiny Committee considered the proposed strategy at their meeting on 14 September 2026.

The report asks Cabinet to consider the proposed strategy, note the governance arrangements that will oversee implementation and recommend adoption of the BCP SEND and Alternative Provision Strategy 2026-2029.

12. Short Breaks

345 - 352

Local authorities have a statutory responsibility to provide a range of Short Breaks services for children and young people with Special Educational Needs and Disabilities (SEND). These services offer opportunities for children and young people to participate in enjoyable activities, build independence, and develop social connections, while providing parents, carers, and siblings with valuable respite from caring responsibilities. Short Breaks can include daytime, evening, weekend, holiday, and overnight provision, ranging from universal community services to specialist support for more complex needs.

Effective Short Breaks provision is an important part of the wider SEND support offer. It helps strengthen family resilience, prevents the escalation of needs, and contributes to better outcomes for children, young people, and their families.

During the recent OFSTED Inspections, it was acknowledged by inspectors that short breaks are a valued and important source of support for children with disabilities and their families, helping to meet needs and prevent escalation. However, they concluded that there was a need for a greater variety of current short breaks provision offer, including overnight provision, and a better sufficiency to meet growing demand and increasingly complex levels of need. As a result, Ofsted identified in their reports that the expansion of short breaks capacity and improving the accessibility and usability of the offer for families should be key priorities for improvement across BCP.

Current strengths within the Short Breaks offer include the Positive Activities Programme and commissioned provision for some complex and overnight needs. However, there is a need to expand capacity, increase the range of services available, and improve families' awareness of available support. Planned improvements include increasing opportunities for community participation, reviewing resources, enhancing accessibility through a user-friendly SEND Local Offer, and developing a single point of entry via the Front Door to ensure evidence-based responses to identified needs.

Future developments will explore expanding commissioned services, introducing a Gateway Card, and increasing access to Direct Payments supported by practical brokerage, payroll, recruitment, and employment assistance. A key principle of this work will be co-production, ensuring that children, young people, families, and wider stakeholders are actively involved in shaping the design and delivery of services. This approach aligns with national SEND reforms by strengthening local support, promoting early intervention, and using data and evidence to inform

decision-making.

13. Portfolio Holder Update

To receive a verbal update from the Portfolio Holder for Children and Young People.

14. Work Plan

The Children's Services Overview and Scrutiny (O&S) Committee is asked to consider and identify work priorities for publication in a Work Plan.

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No other items of business can be considered unless the Chairman decides the matter is urgent for reasons that must be specified and recorded in the Minutes.

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BOURNEMOUTH, CHRISTCHURCH AND POOLE COUNCIL
CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

Minutes of the Meeting held on 16 June 2026 at 6.00 pm

Present:-

Cllr S Carr-Brown – Chair

Cllr S Bull – Vice-Chair

Present: Cllr O Brown, Cllr P Canavan (In place of Cllr P Cooper), Cllr D Farr,
Cllr E Pankhurst, Cllr B Hitchcock, Cllr S Mackrow, Cllr D Martin,
Cllr O Walters, Jeremy Payne, Tuddenham, Homan and Maatoug

Co-Opted Members: Jeremy Payne, Matt Tuddenham and Mark Saxby

Also in attendance: Polly Homan and Yakub Maatoug

1. Apologies

Apologies for absence were received from Cllr Peter Cooper.

2. Substitute Members

Cllr Patrick Canavan attended as substitute for Cllr Peter Cooper.

3. Election of Chair

RESOLVED that Cllr Sharon Carr-Brown be elected Chair of the Committee for the 2026/27 Municipal Year.

4. Election of Vice Chair

RESOLVED that Cllr Simon Bull be elected Vice-Chair of the Committee for the 2026/27 Municipal Year.

5. Declarations of Interests

No declarations of interest were received.

6. Minutes

The minutes of the meeting held on 10 March 2026 were confirmed as a correct record and signed by the Chair.

7. Public Issues

No public issues were received.

8. Members of Youth Parliament Update

The Committee received an introductory presentation from the Members of Youth Parliament, including a Deputy Member, providing an update on their priorities and campaign focus following their recent election.

The Members of Youth Parliament outlined key areas of focus, including improving awareness and education around sexual crime, supporting positive mental health and encouraging young people to seek help, increasing access to work experience and employment opportunities, and addressing the affordability and accessibility of transport for young people.

The Committee discussed the update, including:

- In response to a query regarding the impact of social media restrictions, the Committee was advised that views among young people were mixed, with some recognising the potential benefits to safety and wellbeing, while others considered enforcement could be challenging.
- In response to a query regarding mental health, the Committee was advised that social media could have a negative impact, particularly in relation to comparison and feeling excluded, but that education and better regulation may be more effective than restriction alone.
- The Committee highlighted the importance of reducing stigma associated with mental health and ensuring young people feel confident accessing support at an early stage.
- The Committee discussed the financial burden of transport costs and the impact this can have on young people's ability to access education, employment and wider opportunities.
- Members offered support to the Members of Youth Parliament and highlighted opportunities for collaboration to progress their campaign priorities.

The Committee was advised that work was ongoing to support previous Youth Parliament initiatives, including a mental health training resource, and that further information would be provided on how this could be shared with Members.

Members thanked the Members of Youth Parliament for their presentation and commended them for their confidence, insight and commitment to representing the views of young people across the BCP area.

9. Recommendation Tracker

The Committee noted the Recommendation Tracker.

The Committee agreed that a number of actions could be closed, including those relating to SEND improvement updates and the Portage service, where information previously requested by the Committee had now been provided.

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The Committee also acknowledged that responses from Cabinet remained outstanding in relation to recommendations 55 and 56 and would be expected at a future meeting.

10. Work Plan

The Committee considered the Work Plan update.

The Committee was advised that the Work Plan had been revised, including amendments to the timing of the SEND Reform Plan, which would now be brought to the September meeting.

The Committee discussed the importance of ensuring the Work Plan remained flexible and responsive to emerging priorities.

RESOLVED that the Children's Services Overview and Scrutiny Committee:

- 1. Consider and confirm the refreshed Work Plan priorities set out within the revised Work Plan at Appendix A.**
- 2. Confirm the scrutiny lens of *"Nurturing Children, Young People and Families"*.**

Voting: Unanimous

11. Children's Services O&S Data Toolkit

The Committee noted the Children's Services Overview and Scrutiny Data Toolkit.

The Committee was advised that the toolkit would be incorporated within the Work Plan documentation going forward to support Members in accessing relevant data and performance information.

12. Risk Management – Corporate Risk Register Update

The Committee received a verbal update regarding the Corporate Risk Register.

The Committee was advised that relevant Children's Services risks would continue to be included within the Committee's papers to support ongoing scrutiny, with a particular focus on those risks most applicable to Children's Services.

The Committee was further advised that these risks were also being considered by the Audit and Governance Committee.

The Committee noted that Children's Services risks would continue to be considered alongside other items of business where appropriate.

13. Recruitment of a Co-opted Academy Parent Governor Representative

The Democratic and Overview and Scrutiny Officer presented a report, a copy of which had been circulated to each Member and a copy of which appears as Appendix 'A' to these Minutes in the Minute Book.

The Committee discussed the report, including:

- In response to a query regarding the rationale for recruiting from a secondary phase setting, the Committee was advised that this was to ensure balanced representation across the different education phases represented on the Committee.
- The Committee noted that further clarification could be provided following the meeting if required.

RESOLVED that the Children's Services Overview and Scrutiny Committee:

- 1. Agree to the recruitment of a Co-opted Academy Parent Governor Representative from a secondary phase setting.**
- 2. Delegate authority to the Chair and Vice-Chair to appoint the representative in accordance with the process set out in the report.**

Voting: Unanimous

14. BCP Council's alignment with the National Youth Strategy

The Head of Communities, Partnerships and Community Safety presented a report, a copy of which had been circulated to each Member and a copy of which appears as Appendix 'B' to these Minutes in the Minute Book.

This report provided an overview of BCP Council's alignment with the National Youth Strategy and highlighted the strong alignment with the Children and Young People's Partnership Plan.

The Committee discussed the report, including:

- In response to a query regarding the number of proposed youth hubs, the Committee was advised that further detail was not yet available, although BCP had been confirmed as part of phase two of the national programme.
- In response to a query regarding the role of the voluntary and community sector, the Committee was advised that whilst there was a strong reliance on the sector, this was not considered a governance risk, although additional support may be required where expectations increased.
- The Committee discussed opportunities to maximise funding, including external grant funding, and was advised that support was available through a funding advisor and associated resources.
- The Committee noted that the Strategy represented a complex, cross-cutting programme of work spanning multiple service areas and was described as a blueprint for further development.

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- The Committee emphasised the importance of ensuring that the next steps in delivery were shaped by the voices and lived experiences of young people.
- The Committee discussed the importance of identifying what could be delivered both now, without additional funding, and in readiness for future funding opportunities.
- The Committee highlighted the need for ongoing governance and regular updates to ensure the Strategy remained responsive to changing needs over time.

The Committee agreed that further work was required to develop the approach and that updates on implementation should be brought back to the Committee.

RESOLVED that the Children's Services Overview and Scrutiny Committee:

- 1. Recommend to Cabinet the recommendations set out in the report.**
- 2. Request that the Strategy be brought back to the Committee for an update on implementation within eight months.**
- 3. Recommend to Cabinet that, within the summary section of all Council reports, a requirement be included to consider the impact on children and young people.**

Voting: Unanimous

15. Youth Justice Plan 2026-2027

The Head of Service, Dorset Combined Youth Justice Service presented a report, a copy of which had been circulated to each Member and a copy of which appears as Appendix 'C' to these Minutes in the Minute Book.

The Crime and Disorder Act (1998) placed a statutory requirement on local authority youth offending teams to publish an annual Youth Justice Plan which must provide specified information about the local provision of youth justice services. The report summarised the Youth Justice Plan for 2026/27, with a copy of the Plan appended. The Youth Justice Plan required approval by Full Council.

The Plan demonstrated strong performance by the service, including diverting children from the justice system, avoiding the use of custody for children, and delivering high-quality work to reduce reoffending and repair harm caused to victims.

Priorities for the year ahead included responding to national and local reform programmes, enhancing 'Child First' practice, developing work with victims, reducing the over-representation of some groups of children in the justice system, and making best use of available resources.

The Committee discussed the report, including:

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- In response to a query regarding speech and language needs, the Committee was advised of the importance of early identification, noting that many needs were not recognised until young people entered the Youth Justice system and that work had been undertaken to better understand the scale of need.
- The Committee discussed the ongoing funding for speech and language support and highlighted the importance of ensuring continued provision beyond current funding arrangements.
- The Committee highlighted the importance of raising awareness across schools and services to support earlier intervention and was advised that officers were supportive of this approach and would continue to work with partners, including through the Schools Forum, to promote this.
- The Committee discussed the alignment of the Youth Justice Plan with the wider development of the Youth Strategy and the importance of a joined-up approach to supporting young people.

The Committee acknowledged the strong performance of the service and the continued focus on prevention and early intervention.

RESOLVED that the Committee endorse the Youth Justice Plan 2026–2027 so that Cabinet can recommend its approval to Full Council.

Voting: Unanimous

16. Children's Services Self-Assessment 2026

The report was circulated for information only with no discussion in Committee.

17. Best Start in Life Local Plan

The report was circulated for information only with no discussion in Committee.

18. Children in Care and Care Experienced Young People Sufficiency Strategy Update (September 2024 – March 2026)

The report was circulated for information only with no discussion in Committee.

19. Portfolio Holder Update

The Portfolio Holder for Children, Young People, Education and Skills provided a verbal update on recent activity across Children's Services and congratulated the Chair on her re-election.

The Committee was advised that:

- Two recommendations from the Committee meeting held on 27 January 2026, relating to the Invest to Save Budgets in the High

Needs Block and the Family Hubs Working Group report, had been presented to Cabinet on 4 February 2026. The Portfolio Holder confirmed that a formal response to these recommendations would be provided at a future meeting of the Committee.

- In relation to Family Hubs and the Best Start in Life programme, two hubs had been established within existing provision, including one in Poole Old Town. The Committee was advised that the Department for Education had requested BCP Council host a ministerial visit to showcase this work.
- The SEND Reform Plan was due to be submitted to the Department for Education on 19 June 2026. The Committee was thanked for its engagement, including attendance at the recent briefing, and it was noted that further updates would be provided to Cabinet and the Chair.
- An update on the Corporate Parenting Board highlighted positive progress, with priorities identified by young people including access to work experience and employment, discounts and offers, and improved access to digital equipment.
- A range of school visits had been undertaken by the Portfolio Holder, including Magna Academy, Parkstone Grammar School, Manorside, TEACH Trust Canford Heath, Cornerstone Academy, The Grange, Glenmoor and Winton Academies, and Poole High School. It was noted that Poole High School would be implementing a full ban on smartphones within the school from September.
- The Portfolio Holder had attended a number of additional events and engagements, including the UK Youth Parliament results event, a neurodiversity debate event, BCP Youth Forum discussions, SEND reform workshops, Headteacher Forum at Bournemouth University, the opening of a new children's secure mental health unit, and the STAR Awards.

The Committee noted the update.

The meeting ended at 8.12 pm

CHAIRMAN

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RECOMMENDATIONS AND ACTIONS TRACKER – OVERVIEW AND SCRUTINY FUNCTION

OVERVIEW AND SCRUTINY BOARD

UPDATED: 17.04.2026

Minute number	Item	Recommendation made *items remain for monitoring until implementation is complete or committee agree to remove.	Recommended to *name of receiving body/ Officer, and date received	Outcome *accepted/ partially accepted/ rejected/ unknown.	Implementation updates
Recommendations from Board meeting – 21 October 2024					
60.	Blue Badge Service Update Report	The Board resolved that: The Portfolio Holder/Leader and the Chief Executive be asked to write to the Department for Transport to raise the concerns outlined by the O&S Board and that the Portfolio Holder take the issue forward with local MPs and the Local Government Association to encourage local authorities to raise these issues with the Department for Transport and request that central government gives local authorities the freedom to set fees which cover the cost of administering the system and that the system should be simplified in terms of renewal processes.	Portfolio Holder/ Leader/ Chief Executive	Partially accepted by the Portfolio Holder	The Portfolio Holder confirmed that they had written to the Department for Transport and provided the response received to the O&S Board at its meeting on 12 May. It was unknown if this had been raised directly with the LGA and at the O&S Board meeting on 12 May the Portfolio Holder undertook to follow up on this.
Recommendations from Board meeting – 18 November 2024					

Minute number	Item	Recommendation made *items remain for monitoring until implementation is complete or committee agree to remove.	Recommended to *name of receiving body/ Officer, and date received	Outcome *accepted/ partially accepted/ rejected/ unknown.	Implementation updates
69.	O&S Budget Working Groups – findings and recommendations	Recommended to Cabinet 1. That the principle of an inflationary increase across all parking charges be endorsed for the 2025/26 budget. 2. That it requests Officers to take into account the suggestion that an assessment be made on using a proportion of surplus income to accelerate the parking charging machine replacement programme prioritising the best value machines in order to reduce future costs (subject to the necessary procurement processes). 3. That Officers be requested to explore options to reduce costs for the Council and make the process easier for the public to pay for car parking, in particular an option to be able to pay in advance/on Council website.	Cabinet, 10 December 2024	Partially accepted	Responses provided to the Cabinet meeting on 5 February ://ced-pri-cms-02.ced.local/documents/s55921/Appendix%20a%20-%20Portfolio%20Holder%20Responses%20to%20Budget%20Scrutiny.pdf
		1. That it requests that Officers evaluate the retention and recruitment of Civil Enforcement Officers to ensure a robust and resilient workforce to provide an appropriate level of resource and promote safe and appropriate parking. 2. That Officers be requested to ensure adequate resourcing of parking enforcement to reduce inappropriate parking around schools.	Cabinet, 10 December 2024	Accepted	Response from Portfolio Hodler received at the O&S Board meeting on 3 February 2025 : http://ced-pri-cms-02.ced.local/documents/s55808/responses%20from%20Cabinet.pdf

Minute number	Item	Recommendation made *items remain for monitoring until implementation is complete or committee agree to remove.	Recommended to *name of receiving body/ Officer, and date received	Outcome *accepted/ partially accepted/ rejected/ unknown.	Implementation updates
		The O&S Board recommend to Cabinet: 1. That any Resident Card offering is made fully accessible to all those who are not digitally enabled. 2. That there should be an application process for the card with a small financial contribution for the cost of processing and that the card should be a valuable offer that residents are willing to pay a small cost for, so that it can be sustainable in terms of administrative costs. 3. That any charge levied for the card should be the same regardless of the format and that consideration should be given to concessions for disadvantaged groups.	Cabinet, 10 December 2024	Partially accepted	Responses provided to the Cabinet meeting on 5 February ://ced-pri-cms-02.ced.local/documents/s55921/Appendix%20a%20-%20Portfolio%20Holder%20Responses%20to%20Budget%20Scrutiny.pdf Response from Portfolio Holder received at the O&S Board meeting on 3 February 2025 : http://ced-pri-cms-02.ced.local/documents/s55808/responses%20from%20Cabinet.pdf Note: the residents card offer did not progress as part of the budget
Recommendations from Board meeting – 9 December 2024					
78	Pay and Reward Progress Update	RESOLVED that Cabinet be recommended to approve option 2 of the proposed process flowchart (Appendix 1 of the report) and the commencement of collective consultation under s188 of the Trade Union and Labour Relations (Consolidation) Act 1992 ('TULRCA'), which is a statutory obligation where an employer is proposing to dismiss 20 or more employees.	Cabinet, 10 December 2024	Accepted	Negotiations with the pay and reward progress have continued and a new offer had been made to the unions. A ballot was now taking place with the recognised trade unions and an outcome was expected by the end of June 2025. This report was brought to O&S Board and Cabinet

Minute number	Item	Recommendation made *items remain for monitoring until implementation is complete or committee agree to remove.	Recommended to *name of receiving body/ Officer, and date received	Outcome *accepted/ partially accepted/ rejected/ unknown.	Implementation updates
79	Housing Delivery Council Newbuild Housing and Acquisition Strategy (CNHAS) update and Harbour Sail acquisition	RESOLVED that the Overview and Scrutiny Board recommend that Cabinet support the recommendations as set out in the Cabinet report: Housing Delivery Council Newbuild Housing and Acquisition Strategy CNHAS update and Harbour Sail a.pdf	Cabinet, 10 December 2024	Accepted	The recommendation from Cabinet has not been put before Council because the purchase of Harbour Sail has not proceeded. This was due to timing of the purchase which affected the ability to use the grant for the purchase (which without this grant the scheme was no longer financially viable) and that title restrictions could not be altered to allow flexibility of tenure that was required. The grant has been reallocated to other property acquisitions.
81	BCP Council Libraries – Update on Library Strategy Development	RESOLVED that the Overview and Scrutiny Board recommend that Cabinet support the recommendations as set out in the Cabinet report: BCP Council Libraries Update on Library Strategy Development.pdf	Cabinet, 10 December 2024	Accepted	The Library strategy is expected to be considered by the Overview and Scrutiny Board and Cabinet in August and September 2025
Recommendations from Board meeting – 6 January 2025					
90	Devolution	Recommended to the Leader that: a: The Leader arranges an emergency Full Council Meeting at the earliest opportunity to enable a vote of ALL of the available options b: An evidence-based piece of work be undertaken on the pros and cons of a devolution arrangement with both the Solent deal AND Wessex deal, including exploring a public referendum for BCP residents.	Leader of the Council	Partially accepted	Full Council meeting was arranged for 15 January 2025. The Council meeting considered the options of both the Solent deal and the Wessex deal, further information was brought to the Council meeting and Council voted to participate in the priority programme and to move forward with the Wessex proposal.
Recommendations from Board meeting – 13 January 2025 – No recommendations made at this meeting					
Recommendations from Board meeting – 3 February 2025					

Minute number	Item	Recommendation made *items remain for monitoring until implementation is complete or committee agree to remove.	Recommended to *name of receiving body/ Officer, and date received	Outcome *accepted/ partially accepted/ rejected/ unknown.	Implementation updates
106.	Council Budget Monitoring 2024/25 at Quarter 3	RESOLVED that the O&S Board recommend to the Audit and Governance Committee that it instigate an investigation on the Carters Quay development.	Audit and Governance Committee 27 February 2025	Accepted	Update provided to the A&G Committee at its meeting on 29 May. Chief Executive agreed that a report of the governance and process could be produced for the 24 July. It was also agreed to circulate by email the updated provided by the Director, Investment and Development together with the advice previously provided by the Monitoring Officer. Carters Quay - Update.pdf A further report will be take to Cabinet

Recommendations from Board meeting – [4 March 2025](#)

115.	Community Governance Review – Draft Recommendations	RESOLVED: that the O&S Board Recommend to Cabinet that the draft recommendations of the Task and Finish Group relating to proposals for Burton and Winkton (A), Hurn (B), Highcliffe & Walkford (C) and Christchurch Town (D) be recommended to Council, for approval for publication and consultation, without amendment.	Cabinet date, 5 March 2025	Accepted	Consultation progressed with these proposals. The Consultation closed 22 June 2025. The Working group are processing the outcome of the consultation and a report will be brought back to the October Cabinet meeting.
		RESOLVED: That the O&S Board recommend to Cabinet that the draft recommendations of the Task and Finish Group relating to Broadstone (F) and Poole Town (J) be recommended to Council, for approval for publication and consultation, without amendment.		Accepted	
		RESOLVED that the Board recommend to Cabinet that that the recommendation for Bournemouth (K) not be forwarded to Council.		Rejected	Cabinet felt that it was important to consult on all areas including (k) Bournemouth Town and therefore supported the recommendations as set out by the task and finish group and did not support recommendation 3 as

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					submitted by the Overview and Scrutiny Board.
		RESOLVED that the Board recommend to Cabinet that the draft recommendations of the Task and Finish Group relating to Southbourne (I)) be recommended to Council, for approval for publication and consultation, without amendment.		Accepted	
		RESOLVED that the O&S Board recommend to Cabinet that the draft recommendations of the Task and Finish Group relating to Boscombe and Pokesdown (H) be recommended to Council, for approval for publication and consultation, without amendment.		Accepted	
		RESOVLED that the O&S Board recommend to Cabinet that the draft recommendations of the Task and Finish Group relating to Throop and Holdenhurst (E) be recommended to Council, for approval for publication and consultation, without amendment.		Accepted	

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		RESOLVED that the O&S Board recommend to Cabinet that the draft recommendations of the Task and Finish Group relating to Redhill and Northbourne (G) be recommended to Council, for approval for publication and consultation, without amendment		Accepted	
116.	Bournemouth Development Company LLP Business Plan	RESOLVED that the O&S Board recommend to Cabinet that a decision to extend the Winter Gardens site 'Option Execution Date' is deferred by Cabinet until the new BDC Partnerships Business Plan has been approved by Cabinet.	Cabinet, 5 March 2025	Rejected	The Cabinet did amend a recommendation as follows: Agrees the principle of an extension of the Winter Gardens site "Option Execution Date", with details to be agreed to be delegated to the Chief Operations Officer acting in consultation with the Leader of the Council, or until Cabinet have had the opportunity to review a revised partnership business plan including the site development plan for the revised Winter Gardens scheme." It was not able to agree a deferment of this decision as this would stop progress on the Winter Gardens development.
117.	Strategic Community Infrastructure Levy (CIL)	RESOLVED That the Board recommended to Cabinet: 1. That the spending priorities for Strategic CIL as set out in Option 2 of the paper over the period 2024/25 to 2029/30 be agreed provided CIL income is as forecast; and 2. That the report be updated annually for Cabinet and Council.	Cabinet, 5 March 2025	Accepted	Accepted by Cabinet and spending priorities agreed for 2024/25 to 2029/30 for CIL.

Recommendations from Board meeting – [12 May 2025](#)

Minute number	Item	Recommendation made *items remain for monitoring until implementation is complete or committee agree to remove.	Recommended to *name of receiving body/ Officer, and date received	Outcome *accepted/ partially accepted/ rejected/ unknown.	Implementation updates
11.	Blue Badge Update	The Chair requested that the matter also be raised with the Local Government Association particularly regarding the cost of administering the Blue Badge scheme and the limitations of the current data system	Cabinet Portfolio Holder for Customer, Communication and Culture	Unknown	Update on this issue awaited – no deadline date
12.	Arts and Culture Funding	Recommended to Cabinet: 1. That the O&S Board recognise the value of the NPOs funded by BCP to Health and well-being youth and the local economy and urge Cabinet to protect the funding BCP currently provides. 2. That Cabinet endorse the work that's been done with schools by the NPOs and recommends that Cabinet take action to encourage all schools to take part. 3. To explore whether it would be a benefit for a Councillor to be appointed as a member of the Board on any or all of the NPO organisations, and 4. That it ensures that the arts by sea festival goes ahead next year.	Cabinet, 13 May 2025	Accepted	1: The cultural funding remains in the MTFP so there is no change in that position as of the moment. 2: The Portfolio Holder is working with the Cultural Hub to encourage this. 3: The Portfolio Holder has spoken to the NPO and they respectfully suggested that this would not be helpful. The Portfolio Holder agreed with this especially as they would likely be a PH and the Portfolio Holder already had very close links with all of them. 4: We are planning for ABTS next year and awaiting funding news from ACE.
Recommendations from Board meeting – 9 June 2025					
22.	Bournemouth Air Festival	The Overview and Scrutiny Board agreed with the recommendation that Cabinet agrees to Option 4 as set out in the report, which acknowledges the ongoing process for new events to come forward and stops any further work on an Air Festival for 2026 onwards.	Cabinet, 18 June 2025	Accepted	Recommendation accepted and confirmed that further work on the Air Festival for 2026 had been discontinued.
23.	Bournemouth Development Company - Winter Gardens Project	1. The Overview and Scrutiny Board supported the following recommendations to Cabinet: (c) Cabinet approves the BDC Partnership Business Plan for 2025 – 2030. (c) Cabinet confirms the extension of the Site Option Execution Date to September 2028, allowing Muse as the Private Sector	Cabinet, 18 June 2025	Accepted	The development plans are due to come forward for consideration in December 2025 and it was proposed by the Leader that these would go to full Council.

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		Partner in the BDC to fund the first stage of work on the new Winter Gardens scheme, resulting in a new Site Development Plan. (c) Cabinet approves proceeding on the understanding that public parking will not be included in a new scheme design. 2. The Overview and Scrutiny Board welcomed the development of the Town Centre Vision for Bournemouth and requested to scrutinise the regeneration visions for the 3 Towns in the BCP Area as these are redeveloped.			
		3. The Overview and Scrutiny Board welcomed the development of the Town Centre Vision for Bournemouth and requested to scrutinise the regeneration visions for the 3 Towns in the BCP Area as these are redeveloped.		Accepted – update provided	We are developing the narrative across the three towns identifying key strengths and uniqueness to build upon the vision set out in the Corporate Strategy : vibrant places, where healthy people and nature flourish, with a thriving economy in a healthy natural environment. To support this we've made good progress by the establishment of a Citizen's Panel and the Growth Board. The Citizen's Panel comprises of residents with a focus on the town centre which is helping to provide insight into how residents feel and engage within the space. The Growth Board is a newly established steering group which is comprised of representatives from key sectors within the BCP conurbation including Business Improvement District, education, manufacturing, Starts up and the volunteering sector. These perspectives are helping to shape our vision for BCP as a place which can

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					thrive, for residents to feel civic pride and a destination for visitors to enjoy. The conversation at the O&S focussed on how Winter Gardens fits into the wider context of the Town Centre and committee members asked for that to form part of any proposals from BDC. There is an existing Town Centre Vision which forms part of the Local Plan, and the intention is for BDC to review this to support a future planning application, ensuring it reflects the nature of the development proposals in the absence of a formal planning policy framework.
24.	Leisure Services Presentation and Discussion	The Overview and Scrutiny Board recommended that Cabinet be urged to put in place an “Access to Leisure” scheme across the whole BCP area as soon as possible, recognising that people in Poole have lost this facility and with particular emphasis on ensuring accessibility for people with disabilities	Cabinet, 18 June 2025	Accepted – update from Portfolio Holder Provided	The Portfolio holder has asked that officers explore options around a renewed access to leisure facility and bring forward options, including but not limited to; how that would be managed, financial implications, and meeting the recommendation as requested by the Overview and scrutiny board.
Recommendations from Board meeting – 15 July 2025					
31.	Enhancement to Pay and Reward Offer	The Overview and Scrutiny Board supported the following recommendations to Council within the Cabinet report: a) Agree the additional costs associated with enhancing the proposed Pay and Reward offer. b) Agree the additional savings proposals outlined in Appendix 1 to ensure the cost implications of the proposal remain consistent with the February 2025 endorsed Medium Term Financial Plan.	Cabinet, 16 July 2025	Accepted	Agreed by Council on 22 July 2025. Work underway to achieve implementation for December 2025.

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		c) Agrees the details of the enhanced offer shown in Appendix 4 and 5 that will form the basis of the signed collective agreement with our recognised trade unions. d) Approves the recommended implementation date of 1 December 2025.			
32.	Scrutiny of Budget Related Cabinet reports – MTFP update report	The Overview and Scrutiny Board endorsed the work of Members and Officers around SEND as set out in recommendation C of the report as follows: In respect of the SEND deficit, note the update and acknowledges the action taken by the Leader and the Director of Finance	Cabinet, 16 July 2025	Accepted	
Recommendations from Board meeting - 22 September 2025					
39.	Residents Card	RESOLVED that the Overview and Scrutiny Board do not support the recommendation as outlined in the report as the Board did not feel that the Cabinet report included sufficient financial details and details of the scheme offers to enable it to make an informed decision. The Board recommend to Cabinet that the report is deferred to allow details of the financial modelling that has been done to be added, including a cost/benefit analysis and a sensitivity analysis. Once this additional information is included in the report, it should then be brought back to the O&S Board before being taken to Cabinet for decision.	Cabinet, 1 October 2025	Rejected	Updates were made to the report and the recommendation prior to consideration by Cabinet.
Recommendations from Board meeting – 30 September 2025					
47.	Community Governance Review – Final Recommendations	All Recommendations as set out within the Cabinet report were supported by the Board: (a) the Task and Finish Group community governance review final recommendations, as set out in paragraphs 49, 62, 74, 92, 104, 117, 128, 140, 152, 166 and 181 of this report be approved; (b) the Head of Democratic Services be authorised to make all necessary reorganisation of community governance orders to implement the changes agreed by Council;	Cabinet, 1 October 2025	Accepted	The recommendations of Cabinet were referred to Council on 14 October. The Recommendations of Cabinet were agreed by full Council

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		(c) the Task and Finish Group continue to consider the transfer of civic and ceremonial assets, statutory services and precept requirements for year 1, for each new parish, on the basis of minimal transfer and precept, and a report be presented to full Council in due course.			
Recommendations from Board meeting - 20 October 2025					
56.	Medium Term Financial Plan (MTFP) update	The Overview and Scrutiny Board recommend to Cabinet that as part of the Budget setting process. consideration be given to utilising receipts from the existing surplus asset disposal programme for 2026/27 to address some of the repairs and maintenance of publicly facing assets.	Cabinet, 29 October 2025	Partially Accepted but final determination was to reject	The Portfolio Holder advised that this was considered as part of the budget setting process but due to the significant pressures on the delivery of statutory services it was not agreed to include this within the proposed budget – 9 February 2026
57.	BCP Council Libraries Draft Library Strategy	1. The Overview and Scrutiny Board recommend to Cabinet that as part of the Library Strategy it looks to maintain staffed hours in libraries, especially in the afternoon period, as open access is rolled out further in the future. 2. The Overview and Scrutiny Board recommend to Cabinet that the Library Service put together a list of smaller neighbourhood Community Infrastructure Levy (CIL) Bids to put to Councillors and Neighbourhood Forums immediately upon the opening of future CIL rounds. 3. That the O&S Board support the recommendations as set out in the Cabinet report.	Cabinet, 29 October 2025	Accepted	The Portfolio Holder reported that the staff hours in Libraries would be maintained and that a list of potential CIL bids had been created and these were outlined to the Board – 9 February 2026
Recommendations from Board meeting – 17 November 2025 – No recommendations made at this meeting					
Recommendations from Board meeting – 8 December 2025					
79.	Medium Term Financial Plan (MTFP) Update	RESOLVED that the O&S Board advise Cabinet of its support for all recommendations as outlined in the Cabinet report.	Cabinet, 17 December 2025	Accepted	Cabinet noted the support for the recommendations within the report.

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Recommendations from Board meeting – 5 January 2026					
87.	Regeneration Progress Report	That the Overview and Scrutiny Board recommend to Cabinet that, to enable effective lobbying of Government in the future, the draft of the BCP Growth Plan be shared with O&S Board Members when available and that Overview and Scrutiny be embedded in the plan's development and approval process.	Cabinet, 14 January 2026	Accepted	Extract from Cabinet minutes: The Leader thanked Councillor Salmon and the Board for bringing their recommendation to Cabinet and advised that she was minded to accept the recommendation and that a formal response would be provided to the Board.
Recommendations from Board meeting – 9 February 2026					
95.	Budget 2026/27 and Medium-Term Financial Plan	The Overview and Scrutiny Board recommend to Cabinet that the questions asked in the budget consultation be reviewed to ensure that they are relevant to the choices which need to be made in the 2027/28 budget setting.	Cabinet, 11 February 2026	Accepted	Extract from Cabinet minutes: Cabinet acknowledged the recommendation from the Overview and Scrutiny Board and in relation to this the Leader confirmed that the Cabinet accepted the recommendation and advised that they would collaborate with the Chair and the Board to explore ways in which the questions could be improved for the following year.
Recommendations from Board meeting – 23 February 2026					
103.	Consultation Framework Working Group Report	1. That the Overview and Scrutiny Board recommend to Cabinet that it adopts the Code of Good Practice – see the following link to the draft document: Code of Good Practice 2. That the Overview and Scrutiny Board recommend to Cabinet that all members should be notified of consultations at least 1 week in advance of going live, providing summary detail of the topic for consultation. 3. That the Overview and Scrutiny Board endorse the ongoing work to produce an internal consultation toolkit, which should provide clear guidance on confidentiality. 4. That the Overview and Scrutiny Board recommend to Cabinet that it endorses an	Cabinet, 4 March 2026	TBC	Extract from Cabinet minutes: The Leader thanked Councillor Salmon and the committee for all their work and for bringing their recommendations to Cabinet and further to this advised that a response would be provided directly to the Board once Cabinet had had the opportunity to consider the recommendations in detail. The Portfolio Holder and Officers reported back to the Board at its meeting on 18 May 2025. The Portfolio Holder advised that the Cabinet and officers welcomed the majority of recommendations but would need to

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		approach to every consultation which clearly outlines that it is not a referendum. 5. That the Overview and Scrutiny Board recommend to Cabinet that funding for the establishment of a citizens panel is built into future budgets for Consultations.			give further consideration regarding the notice period given to Ward Members in some circumstances as it would not always be practical. It was proposed that this would be trialled and a determination made.
103.	Consultation Framework Working Group Report	1. That the Overview and Scrutiny Board recommend that the Chief Executive bring the Consultation Forward Plan to Group Leaders Meetings on a quarterly basis in order to raise awareness with members. As well as informing of forthcoming consultations the update should provide guidance on confidentiality and expectations for member engagement. 2. That the Overview and Scrutiny Board recommend to officers that greater clarity be provided around why particular consultation methods were chosen and also clarity on the reason why a consultation is taking place and how the results of the consultation will be used. 3. That the Overview and Scrutiny Board recommend that officers give consideration to the most robust consultation process available, recognising that sample surveys tend to be more robust and consider the additional costs involved with this	Officers	Partially Accepted	The Portfolio Holder and Officers reported back to the Board at its meeting on 18 May 2025. The Portfolio Holder advised that the Cabinet and officers welcomed the majority of recommendations but would need to give further consideration regarding the notice period given to Ward Members in some circumstances as it would not always be practical. It was proposed that this would be trialled and a determination made.
Recommendations from Board meeting – 23 March 2026					
113.	Parking Around Schools	1. That the parking enforcement team be asked to circulate information to all educational settings and councillors with general guidance around the limitations and responsibilities of parking enforcement officers and the police including suitable contact details.	Cabinet, 26 March 2026	TBC	Extract from minutes: The Leader thanked Councillor Salmon for their discussion and debate on this item and for bringing the recommendations to Cabinet. In relation to this the Leader advised that a formal response would be provided directly to the Committee

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		2. That a Communications campaign be organised through the 'safer routes to schools' team regarding an emphasis on enforcement going forwards and that consideration be given to using specific information related to educational settings, e.g. levels of fines withing a specific area in order to encourage a decrease in the instances of parking infringements to reduce the overall amount of fines. 2. That the relevant Portfolio Holder write to the DfT emphasising the need to increase fines to help with dangerous parking outside schools. 3. That the 'safer routes to schools' team be asked to review if any free resources are available for educational settings, to share with parents to help create a shift in parent driving behaviour including exploring whether Op Relentless Community Funding from Dorset Police could be used for this. 4. That it notes the Board's support for the good work already underway from the Parking Team to look at funding options for camera parking enforcement on school zigzags and the Board's support for the Parking Team's work to increase availability of enforcement officers at key times for school parking issues. 5. That it supports the current review by the Transport Team of road markings at educational settings to ensure that the most appropriate markings are in place. 7. That it agrees that when planning applications are submitted for schools the 'safer routes to schools' team be informed.			by the Portfolio Holder for Climate Response, Environment and Energy, Councillor Andy Hadley once the Cabinet had had the opportunity to consider the recommendations in detail.

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114.	Key Lines of Enquiry (KLOE) relating to parking pressure in high season	1. That, in the development of the Local Plan and/or parking strategy, consideration is given to the provision of parking spaces for people to park overnight and sleep, including travellers, van lifers and holiday makers, ensuring that the communities affected are appropriately consulted. 2. That, in the development of the local plan consideration is given to the provision of camp sites within BCP. 3. That within the Local Transport Plan the provision of park and ride options are given full consideration.	Cabinet, 26 March 2026	TBC	Extract from minutes: The Leader thanked Councillor Salmon for their discussion and debate on this item and for bringing the recommendations to Cabinet. In relation to this the Leader advised that a formal response would be provided directly to the Committee by the Portfolio Holder for Climate Response, Environment and Energy, Councillor Andy Hadley once the Cabinet had had the opportunity to consider the recommendations in detail.

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Recommendations from Board meeting - 18 May 2025

	Local Plan Process	The Overview and Scrutiny Board recommend to Cabinet: 1. That further clarification be provided on the stakeholders who will be engaged with beyond the statutory consultees and that Ward members be encouraged to provide the details to officers of any organisations that they feel should be engaged with as stakeholders. 2. That the Working Group Terms of reference be amended to allow the possibility for substitute members provided that group leaders or their nominated representative notify of the change at least 72 hours in advance of a meeting and provided that the substitute attend a briefing with relevant officers prior to the meeting. 3. That a risk concerning the wider potential implications of devolution and local government reorganisation, e.g. changing consultees, be	Cabinet – 27 May 2026	Accepted	Cabinet response: The Leader thanked the Board for its recommendations and advised that these were accepted and, subject to Cabinet's agreement, would be incorporated within the formal resolutions of Cabinet.
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Minute number	Item	Recommendation made *items remain for monitoring until implementation is complete or committee agree to remove.	Recommended to *name of receiving body/ Officer, and date received	Outcome *accepted/ partially accepted/ rejected/ unknown.	Implementation updates
		added to the risk register included within the Project Initiation Document			
	Social Value Statement for BCP Council	1. That an action plan, including details of an appropriate governance structure, is produced in order to clearly outline how the social value statement will be taken forward to cover all Council activities beyond procurement. 2. That the O&S Board support the recommendation outlined in the report to approve the Social Value Statement for adoption	Cabinet – 27 May 2026	1. Rejected 2. Accepted	Whilst the Leader advised that Cabinet agreed with the first recommendation in so far as agreeing that social value extended beyond the procurement process, but that Cabinet could not accept the recommendation to commit to an action plan and governance structure that would see how that applies.
Recommendations From Board Meeting – 15 June 2026					
	BCP Growth Plan	That the BCP Growth Board be recommended to: a. Engage with the National Emergency Briefing, and consider showing the briefing to Board members and the wider business community to help inform the future development of the growth plan. b. Undertake more extensive process of public consultation to enable a greater degree of public oversight and transparency.	BCP Growth Board		Updates awaited
Recommendations From Board Meeting – 13 July 2026					
29	Safer BCP (Community Safety Partnership) Domestic Abuse Strategies	That Cabinet be advised that the O&S Board supported the recommendation as outlined in the report to approve:		Accepted	Cabinet report approved - the Board had further suggested some minor amendments to the strategy which had been agreed and incorporated by officers.

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		- The overarching Safer BCP Prevention of Domestic Abuse Strategy 2026-31 - The Safe Accommodation Strategy 2026-31 - The Perpetrator Strategy 2026-31 The accompanying Safe Accommodation & Community Services Commissioning Plan			
30	Bournemouth Town Centre Progress	That officers, working with the Citizens Action Panel, be requested to develop fully-costed project proposals capable of being presented to Bournemouth Town Council for consideration and potential funding.	Officers/ Citizens Action Panel	unknown	Updates awaited – response due to be reported in November 2026 or before.

OUTSTANDING ACTIONS

Minute number	Item	Action* *Items remain until action completed.	Benefit	Updates
Actions from Board meeting – 12 May 2025				
10.	BCP Complaints Policy	RESOLVED that the Board further examine the role of councillors in the complaints process, particularly in relation to ward issues and casework.	To ensure the effectiveness of both the Councils complaints process and work of Ward Councillors	Work underway - Cllr S Aitkenhead as rapporteur
Actions from Board meeting – 22 September 2025				
38.	Commercial Operations	Portfolio Holder to provide an update on the current situation in 6 months-time with a view to scheduling further scrutiny when appropriate.	To monitor and receive updates on this area of the Council	Update due to the Board in March.
Actions from Board meeting – 20 October 2025				
57.	BCP Council Library – Draft Library Strategy	A potential item be included on the O&S work programme on a review of income generation opportunities within the library service, including commercialisation options and partnership models.	TBC	
Actions from Board meeting – 5 January 2026				
87.	Regeneration Progress Report	That a small group be convened including Cllrs J Beesley, P Canavan and K Salmon to scope draft Key Lines of Enquiry on a number of the issues raised for future scrutiny in preparation of the O&S Work Programming process.	To ensure that the issues raised are given due consideration and ensure that the work planning process can continue.	
Actions from Board meeting – 23 February 2026				
103.	Consultation Framework Working Group Report	The Board also asked officers to review whether the framework (Code of Good Practice) should more explicitly reference the need for meaningful, decision-relevant consultation questions. Officers agreed to thoroughly check through the Code and make adjustments if required.	To ensure that this is taken into consideration when the Code of Good Practice is adopted.	

ENVIRONEMENT AND PLACE OVERVIEW AND SCRUTINY

UPDATED: 17.03.26

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Recommendations from Committee – 15 May 2024					
8	Improvement of the environment in Poole Park through a trial closure of a park entrance to motor traffic	Cabinet refer the matter to Full Council for decision.	Cabinet, 22 May 2024	Rejected	Extract from Cabinet minutes: ‘Cabinet members questioned the benefit of taking the report to full council for further debate and felt that the decision should be made.’ Decision made: RESOLVED that Cabinet: - (a) Agrees that the current trial closure, of the Whitecliff entrance and exit point to motor vehicles, is made permanent in Poole Park. (b) Agrees that current arrangements are retained, and motor vehicles can still access Poole Park and its facilities.’
Recommendations from Committee – 11 September 2024					
15	Plant-based and reduced meat and dairy diets: discussion paper	RESOLVED that a. the Environment & Place Overview & Scrutiny Committee considered the information presented in the discussion paper and gave their views on possible approaches Cabinet may wish to take in relation to the promotion of plant-based and reduced meat and dairy diets. These proposals will then be subject to further evidence-gathering and consultation. b. To support the treaty and do more work outside the committee on the position statement. c. The draft position statement be brought back to the Committee for further consideration with information	Portfolio Holder and Officers	Accepted	A revised position statement with measurable objectives was returned to the committee for further scrutiny in October 2025.

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		about how it can be measured against SMART objectives in order for the Council to be more ambitious and positive on this issue			
Recommendations from Committee – 20 November 2024 – No recommendations made at this meeting.					
Recommendations from Committee – 26 February 2025					
38	Climate Action Annual Report 2023/24	RESOLVED that a) The Committee propose to the Portfolio Holder that on the front page of the BCP Greenhouse Gas Emissions Dashboard an additional box is added to highlight the context of any carbon reduction relevant to the annual carbon reduction target b) Embedded carbon cost to be included in the calculation and displayed on the dashboard where available.	Portfolio Holder	Unknown - seek update	
39	Housing Strategy Review	RESOLVED that the Overview & Scrutiny Committee recommend to Cabinet that that the Housing Strategy Steering Group be comprised of one member from each political group and one unaligned member.	Cabinet, 2 April 2025	Accepted	Extract from Cabinet minutes: ‘The Portfolio Holder thanked the Environment and Place Overview & Scrutiny Committee for their thorough debate at the Committee and expressed support for their recommendation.’ Decision made: RESOLVED that Cabinet: - (a) Approved the Revised Housing Strategy Delivery Plan at appendix B; (b) Approved the extension of the current Housing Strategy Period to 2027; (c) Approved the governance structure as set out in paragraphs 7-11 of the report; and (d) Approved that the steering group being formed be made up of 1 member of each Political group and 1 unaligned member.

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Recommendations from Committee – 2 April 2025					
49	Recommendations from the Safer Accommodation Strategy Working Group	Recommendations to Cabinet 1. That as part of the Safe Accommodation Strategy development, officers consider an awareness campaign and/or guidance materials on the different types of financial support that are available to support those fleeing domestic abuse, in particular in relation to different types of housing tenure (e.g. shared tenancies, joint mortgages), in order to break down a significant barrier to survivors accessing support to end their abuse. 2. That the engagement plan for the Safe Accommodation Strategy should ensure that the voices of those with lived experience are heard and reflected within the Strategy. 3. That an all councillor briefing session be added to the Safe Accommodation Strategy engagement plan, to ensure members are adequately informed about the strategy and able to contribute views, and to enable them to fulfil their role within the community by communicating the benefits of the Safe Accommodation Strategy to residents. 4. a) that the provision of safe accommodation and associated commissioning process be reviewed, b) that scrutiny members be invited to review and input into this review, prior to the commencement of commissioning, through an additional meeting of this working group.	Cabinet date, 26 November 25	Agreed	1. The proposed Safe Accommodation Strategy delivery plan includes a number of actions around communication, training and specialist advice that will ensure any household receives correct and clear information. Please see attached strategy delivery plan. 2. Public consultation on the three domestic abuse strategies (Prevention of Domestic Abuse, Safe Accommodation and Perpetrator Strategies) has been completed, alongside several sessions on the Safe Accommodation Strategy with our established experts by experience group, including a dedicated session on the delivery plan. We will continue working with this group to monitor implementation, which includes actions to train and support experts by experience so they can actively participate in the commissioning and procurement of domestic abuse services. 3. An all councillor briefing will be arranged in due course. 4. The Safe Accommodation Strategy will be submitted with a commissioning plan for scrutiny and review. 5. The proposed Safe Accommodation Strategy delivery plan sets out several actions that will contribute to this recommendation including the following: 2.1.3 We will minimise the use of temporary accommodation and where this is provided, as a last resort, specialist Domestic Abuse support

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		5. That the use of temporary accommodation be continuously reviewed and specific KPIs be established for monitoring the success of the new safe accommodation model, including occupancy rates, length of stay, outcomes for survivors (e.g., successful move-on to permanent housing), and survivor satisfaction. These KPIs should be reviewed regularly by the relevant scrutiny committee to ensure accountability and transparency. 6. That Cabinet, with the support of the council's Corporate Management Board, be requested to take a view on forthcoming decisions that may be of significant or contentious public impact, regardless of decision-making thresholds, and an all councillor briefing be held before any such decisions are made, to enable all councillors, and particularly ward councillors, to be properly informed.			will be offered until the household can move into safe accommodation. 5.1.1 Set up a task and finish group under the governance of the Domestic Abuse Strategy Group to agree future data monitoring across commissioned services, BCP Homes, BCP Council Housing, Adult Social Care and Children's Social Care. 6. The Safe Accommodation Strategy will be submitted with a commissioning plan which will set out the procurement intentions for the next 3 years.
Recommendations from Committee – 14 May 2025 – No recommendations made at this meeting.					
Recommendations from Committee – 9 July 2025					
17	Local Area Energy Plan	It is RECOMMENDED that: 1) The recommendation as outlined in the report be approved by Cabinet. 2) Cabinet add as an external stakeholder, the community to be represented in all stakeholder engagement, including any panels, meetings or focus groups.	Cabinet	Partially accepted	Cabinet approved the recommendations in the report and so accepted recommendation 1 from O&S. Cabinet were silent on recommendation 2 from O&S – seek an update.
18	Email and Document Storage Retention – Impact	It is RECOMMENDED to cabinet that: as per Option (B), the Committee supports the continuation of activity already underway, as part of the Councils Data and Innovation Programme, to re-	Cabinet	Unknown	Cabinet did not address this recommendation at the meeting The committee may wish to seek an update on this recommendation response, although the

Minute number	Item	Recommendation made *items remain for monitoring until implementation is complete or committee agree to remove.	Recommended to *name of receiving body/ Officer, and date received	Outcome *accepted/ partially accepted/ rejected/ unknown.	Implementation updates
	Analysis on Costs and Environmental Factors & Recommendations	assess and profile Microsoft 365 end-user licensing requirements, moving colleagues to lower-costs licenses where appropriate.			recommendation itself shows support for continued work within the council and so would require noting by Cabinet and not consideration.
Recommendations from Committee – 8 October 2025					
26	Plant-based and reduced meat and dairy diets: draft position statement and action plan	RESOLVED that: a) All mentions of the word vegan be replaced with Plant-Based throughout the paper. b) Switching the target from 20% for plant-based concessions to 25%. c) That Council adopt the position statements and strategy for plant based diets in BCP Council with the amendments above.	Received by Cabinet, 29 October 2025. Then deferred by Cabinet for consideration at 26 November 2025 meeting	Unknown	Awaiting response from Portfolio Holder
Recommendations from Committee – 19 November 2025					
	Waste Strategy for Bournemouth, Christchurch and Poole Council 2026-2036	RESOLVED that the committee supported the recommendations as set out in the report to Cabinet including Option 1 regarding the removal of current separate kerbside battery collections but requested an additional point be included in respect of this option to read: (ii) and to develop a convenient battery recycling scheme with local businesses to create more easily accessible drop off points and in addition, requested the strategy at appendix 1 be amended to include the following: - (a) Paragraph 5.1 of Appendix 1 'A Waste Strategy for BCP Council 2026-2028' be amended to include ' <i>and incineration</i> ' so that the paragraph reads ' <i>5.1 Tendering waste disposal contracts that embed the waste</i>	Cabinet, 17 December 2025	Partially accepted	Extract from Cabinet minutes: The Portfolio Holder thanked the Environment and Place Overview and Scrutiny Committee for their consideration of the report and their recommendations. In relation to this the Portfolio Holder advised that he felt the additional recommendation of (ii) was not necessary as people would be signposted to available organisations, and that this would include those who offered a postal collection of batteries which would assist those unable to access those in shops. In addition, the Portfolio Holder advised that any shops selling batteries were required to provide a collection of used batteries.

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		(b) <i>hierarchy and minimise the use of landfill and incineration'; and Paragraph 5.3 of Appendix 1 'A Waste Strategy for BCP Council 2026-2028' be amended to include 'whilst also considering the carbon footprint of the type of disposal' so that the paragraph reads '5.3 Prioritising waste site proximity where possible, so waste travels only as far as it needs to and reduces the significant carbon impact of transporting waste whilst also considering the carbon footprint of the type of disposal'.</i>			Further to this the Portfolio Holder advised that the recommendations raised in relation to paragraph 5.1 and 5.3 would be included within the tendering priorities and that he was happy to accept both of those recommendations. The seconder advised that they were also content with these.
Recommendations from Committee – 25 February 2026					
9	Homelessness and Rough Sleeping Strategy 2026-2031 Update	i) The committee endorse the Homelessness and Rough Sleeping Strategy 2026–2031 and consider any further improvements ahead of consideration at Cabinet in May 2026 ii) supports the co-production of the Delivery Plan with people who have lived experience and through a working group of Homelessness Delivery Board members.	Cabinet, 4 March 2026	TBC	Extract from Cabinet minutes: The Leader thanked Councillor Rigby and the committee for all their work and for bringing their recommendations to Cabinet. In relation to this the Leader thanked the Committee for their endorsement of the strategy and advised that a response would be provided directly to the Committee once Cabinet had had the opportunity to consider the recommendations in detail.
Recommendations from Committee – 20 May 2026					
Recommendations from Committee – 15 July 2026					
Recommendations from Committee – 9 September 2026					

Minute number	Item	Recommendation made *items remain for monitoring until implementation is complete or committee agree to remove.	Recommended to *name of receiving body/ Officer, and date received	Outcome *accepted/ partially accepted/ rejected/ unknown.	Implementation updates
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Recommendations from Committee – 18 November 2026

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Recommendations from Committee –

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OUTSTANDING ACTIONS

Minute number	Item	Action* *Items remain until action completed.	Benefit	Updates
No current agreed actions				

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY

UPDATED: 18.03.26

Minute number	Item	Recommendation made *items remain for monitoring until implementation is complete or committee agree to remove.	Recommended to *name of receiving body/ Officer, and date received	Outcome *accepted/ partially accepted/ rejected/ unknown.	Implementation updates
Recommendations from Committee – 24 July 2024					
43 10	Child Exploitation Working Group Findings Report	RESOLVED that the Committee RECOMMEND to Cabinet: - That partnership working be promoted to ensure increased communication around the issues highlighted with parents, schools, children and youth services. - That earlier age-appropriate education be implemented within schools across BCP regarding the risks associated with exploitation, drugs and the dangers of carrying weapons.	Cabinet, 2 October 2024	Partially accepted	Extract from 2.10.24 Cabinet minutes: 'The Portfolio Holder for Children, Young People, Education and Skills spoke in support of the recommendations whilst highlighting with regards to recommendation 2 as set out above that BCP couldn't dictate the curriculum but can certainly look at ways to support it. The Leader advised that the Cabinet would take the matter away and go back to the Chair of the Children's Services Overview and Scrutiny Committee.' Update given by Portfolio Holder to O&S Committee at 26.11.24 meeting. Extract minute: 'The Portfolio Holder for Children and Young People provided a verbal update which included: An update on the outstanding Cabinet recommendation from previous meetings related to knife crime and drug/alcohol use in schools. The Education Improvement Service collaborated with police and community groups to gather data on school programs addressing these issues, but challenges remained in obtaining detailed information.

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					OFSTED had recommended that schools incorporate local safeguarding issues, such as knife crime, into their curriculum. There are current resources available for Personal, Social, Health, and Economic education, with additional materials being sourced from providers attending conferences. The Portfolio Holder for Children and Young People highlighted that he also found free resources online through organisations like the DfE. In response to the Cabinet recommendations around earlier age-appropriate education. There was a need to assess existing educational initiatives related to this at both primary and secondary levels regarding knife crime awareness. Advised of upcoming events including webinars and community events focused on knife crime and related issues.'
Recommendations from Committee – 19 September 2024 – No recommendations made at this meeting.					
Recommendations from Committee – 26 November 2024					
36	Linwood Special School SEND Post 16 Provision at Ted Webster	It was RESOLVED that Cabinet be recommended to approve (a) in the report: Cabinet approves the scheme to develop a satellite of Linwood School hosted at the former Ted Webster Children's Centre providing a total of 60 Post 16 places including the associated capital investment necessary to develop the scheme as contained in Appendix 1 (Exempt). The scheme is fully funded from the council's grant allocation of High Needs Provision Capital and will progress in line with the project programme set out at paragraph 12	Cabinet, 10 December 2024	Accepted	Cabinet agreed to the recommendations in the report, as endorsed by O&S.

Minute number	Item	Recommendation made *items remain for monitoring until implementation is complete or committee agree to remove.	Recommended to *name of receiving body/ Officer, and date received	Outcome *accepted/ partially accepted/ rejected/ unknown.	Implementation updates
Recommendations from Committee –28 January 2025 – No recommendations made at this meeting.					
Recommendations from Committee – 11 March 2025					
69	SEND Improvement Update	It was Proposed, Seconded and RECOMMENDED to better assess the impact on children, young people and families of any potential budget overspend in the SEND service budget, the Committee recommends that Cabinet requests a report be provided to Cabinet by June 2025 which outlines: - the likely overspend in the budget - which areas have been identified to overspend - the options to ensure the budget limit is met - an appraisal of the impact on children and families of these factors	Cabinet, 2 April 2025	Accepted	Cabinet requested a report on 'SEND Budget Pressures' as recommended by the O&S committee. The report was considered by Cabinet at the 16 July 2025 meeting. Cabinet noted the report.
Recommendations from Committee – 10 June 2025					
11	Youth Justice Service Plan 2025-26	RESOLVED that the Children's Services Overview and Scrutiny Committee endorse the Youth Justice Plan so that Cabinet can recommend its approval to the Full Council.	Cabinet, 26 November 2025	Accepted	Youth Justice Plan approved by Cabinet for recommendation to Council. Youth Justice Plan approved by Council.
12	Housing for Care Experienced Young People	It was Proposed, Seconded and RECOMMENDED that the Committee seeks assurance that the new Joint Housing protocol has been successfully agreed and is working effectively to ensure our Care Experienced Young People are seeing an improved service and are in receipt of timely advice and safe housing that suits their individual needs and hopes for the future.	Officers	Unknown, but Officers were in support of the recommendation in the meeting.	Seek update
Recommendations from Committee – 15 September 2025 - No recommendations made at this meeting.					

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Recommendations from Committee – 25 November 2025					
9	Permanent Exclusions and Suspensions	Comment to Cabinet: The committee agreed to make Cabinet aware that the Committee appreciates the detrimental impact of school exclusions, which were highlighted in the report, and recognises the work that is underway to address this. The committee agreed that through this work the council's primary focus is improved outcomes for the children of BCP but that this work will also likely bring budgetary savings such as: • A reduction in exclusions and associated costs (e.g. transport, AP placements, tribunal processes) • Improved outcomes for vulnerable pupils, reducing future demand on social care, youth justice, and post-16 support service • A reduction in the need for unregistered and costly AP as more needs are met by schools	Cabinet, 26 November 2025	Not applicable	The Cabinet thanked the committee for its work on this. Note: the constitution requires no response from Cabinet to comments from O&S.
10	Home to School Transport	The Overview and Scrutiny Committee agreed to endorse the recommendation within the report to Cabinet, this being that Cabinet: 'Agree to tender an external provider to deliver a transformation project over three years with a total cost of £1.5 million funded by the flexible use of capital receipts to deliver service improvements and by the end of the project on-going savings in SEND school transport projected at £3 million (net of additional resource requirement)'	Cabinet, 26 November 2025	Accepted	Report recommendations agreed by Cabinet for recommendation to Council. Report recommendations agreed by Council.
Recommendations from Committee – 27 January 2026					
55	Invest to Save Budgets in the High Needs Block	RESOLVED that the Committee agreed the following recommendations and that they be passed to Cabinet: a.) Note the current High Needs Block (HNB) position and the impact and cost avoidance of the initiatives implemented to date including	Cabinet, 4 February 2026	TBC	Extract from Cabinet minutes: The Leader thanked Councillor Carr-Brown and the Committee for bringing their recommendations to Cabinet and further to this the Portfolio Holder for

Minute number	Item	Recommendation made *items remain for monitoring until implementation is complete or committee agree to remove.	Recommended to *name of receiving body/ Officer, and date received	Outcome *accepted/ partially accepted/ rejected/ unknown.	Implementation updates
	of the Dedicated Schools Grant (DSG)	the increased supply of specialist places, the early years inclusion model (Dingley's Promise) and the positive impact of the Portage Service. b.) Endorse the invest-to-save programme and the establishment of the High Needs Block Deficit Recovery Plan Board, including its role in approving a benefits-measurement framework to evidence cost avoidance and prevent double-counting across initiatives. c.) Support the progression of the following priority initiatives: • Digitalisation of High Needs funding processes (integrated with the SCM upgrade) • Synergy Case Management (SCM) upgrade to go-live (target May–June 2026) • Pre-EHCP targeted funding model (subject to affordability and governance)			Children's Services, Councillor Richard Burton advised that he would attend a future meeting of the Committee to formally respond to the recommendations.
56	Family Hubs Working Group Final Report	The Committee agreed the Working Group's recommendations to Officers: 1. Continue to build on the strong foundations of community engagement, with a focus on inclusivity and responsiveness. 2. Explore ways to support staff wellbeing that are informed by staff experiences and feedback. 3. Develop clear measures of effectiveness relating to Family Hubs, with key performance indicators focused on reach, inclusivity and responsiveness to evolving community needs, supported by improved data collection and feedback.	Officers		
56	Family Hubs Working Group Final Report 56.	The Committee agreed to make Cabinet aware that the Working Group recommended Cabinet: 1. Notes the scrutiny that has been undertaken on Family Hubs and the Working Group's finding of the strong staff commitment to community engagement.	Cabinet, 4 February 2026	TBC	Extract from Cabinet minutes: The Leader thanked Councillor Carr-Brown and the Committee for bringing their recommendations to Cabinet and further to this the Portfolio Holder for Children's Services, Councillor Richard Burton advised that he would attend a future meeting of

Minute number	Item	Recommendation made *items remain for monitoring until implementation is complete or committee agree to remove.	Recommended to *name of receiving body/ Officer, and date received	Outcome *accepted/ partially accepted/ rejected/ unknown.	Implementation updates
		2. Endorses continued support for Family Hubs, with future priorities to include investment in staff capacity, professional development and enhanced tools to evidence impact.			the Committee to formally respond to the recommendations.
Recommendations from Committee – 10 March 2026 - No recommendations made at this meeting.					
Recommendations from Committee – 16 June 2026					
14	BCP Council's alignment with the National Youth Strategy	The Children's Services Overview and Scrutiny Committee Recommend to Cabinet the recommendations set out in the report.	Cabinet (Officers advised that a date for consideration by Cabinet had not yet been confirmed)	TBC	
14	BCP Council's alignment with the National Youth Strategy	The Children's Services Overview and Scrutiny Committee Recommend to Cabinet that, within the summary of implications section of all Council reports, a requirement be included to consider the impact on children and young people.	Cabinet, 24 June 2026	Accepted, work on this already started	
15	Youth Justice Plan 2026-2027	the Committee endorse the Youth Justice Plan 2026–2027 so that Cabinet can recommend its approval to Full Council.	Cabinet, 24 June 2026	Accepted, rec would be noted when Cabinet consider the report	
Recommendations from Committee – 14 September 2026					

Minute number	Item	Recommendation made *items remain for monitoring until implementation is complete or committee agree to remove.	Recommended to *name of receiving body/ Officer, and date received	Outcome *accepted/ partially accepted/ rejected/ unknown.	Implementation updates
Recommendations from Committee – 24 November 2026					
Recommendations from Committee – 26 January 2027					
Recommendations from Committee – 9 March 2027					

OUTSTANDING ACTIONS

Minute number	Item	Action* *Items remain until action completed.	Benefit	Updates
15 September 2025				
25	<u>Alternative Provision Improvement Plan</u> Alternative Provision Improvement Plan Final.pdf	Decision Made: The Committee discussed the routes into AP, including exclusions and EHCPs, and officers agreed to provide further data on this breakdown. Action – Officers aware		To be incorporated into new SEND/AP Strategy
27 January 2026				
53	<u>Members of Youth Parliament Update</u>	The mental health training video would be shared with Members when available, and officers would confirm whether it would be appropriate to present the video at a future Committee meeting or to circulate it outside the meeting. Action – Officers aware		
54	<u>Housing for Care Experienced Young People</u>	The Committee was advised that Youth Homelessness Board data is reported regularly, and it was agreed that officers would provide the Committee with a summary of these metrics, including information on repeat homelessness and outcomes for care experienced young people. Action – Officers aware		

HEALTH & ADULT SOCIAL CARE OVERVIEW & SCRUTINY COMMITTEE

UPDATED: 9.7.26

Minute number	Item	Recommendation made *items remain for monitoring until implementation is complete or committee agree to remove.	Recommended to *name of receiving body/ Officer, and date received	Outcome *accepted/ partially accepted/ rejected/ unknown.	Implementation updates
Recommendations from Committee meeting – 20 May 2024					
11	Data Working Group Final Report	The Committee recommend to the O&S Board: - that a similar [data] toolkit be developed for all O&S committees to reflect the relevant data and policy landscape within the remit of these committees. This to be added to the O&S Action Plan. - that the Data Use Toolkit be highlighted within the O&S annual report to Council.	Overview and Scrutiny Board (16 July 2024).	Recommendations accepted.	Toolkit development for all O&S committees has been added to the O&S Action Plan. Toolkit for the Children's O&S Committee is near completion. All others are yet to start and will be developed when resources allow. The Data Use Toolkit was highlighted within the 2023/24 O&S annual report to Council. (Update by O&S Specialist, 24/4/25)
Recommendations from Committee meeting – 15 July 2024					
21	Adult Social Care Business Transformation Case	The Committee recommend that Cabinet recommends that Council: a) Approves the business case for a new adult social care transformation delivery model to improve outcomes for residents and to achieve financial efficiencies and savings enabled by investment. b) Agrees to the establishment of a formal transformation programme; 'Fulfilled Lives'. c) Agrees to the proposed investment of £2.9M, with Corporate Management Board being provided 6-monthly stage reviews on	Cabinet (17 July 24) and Council (23 July 24)	Recommendations partially accepted at both Cabinet and Council	The final decision of Council was different from the committee recommendation as follows: Resolved that Council: (a) Approves in principle the business case for a new adult social care transformation delivery model to improve outcomes for residents and to achieve financial efficiencies and savings enabled by investment of up to 2.9M; (b) Agrees to the establishment of a formal transformation programme; 'Fulfilled Lives'; (c) Agrees to an initial 12-month investment of 1.79M, with an interim report to Cabinet on progress of the design phase in January

Minute number	Item	Recommendation made *items remain for monitoring until implementation is complete or committee agree to remove.	Recommended to *name of receiving body/ Officer, and date received	Outcome *accepted/ partially accepted/ rejected/ unknown.	Implementation updates
		the progress of the transformation programme. d) Invites the Health and Adult Social Care Overview and Scrutiny Committee to provide regular scrutiny of progress towards benefits and sustainable change. In particular, the Committee be invited to review the progress against the four priority areas of the Fulfilled Lives programme and the risks and opportunities of data with ASC transformation			2025 and a full report by July 2025, with recommendations for further investment; and (d) Invites the Health and Adult Social Care Overview and Scrutiny Committee to provide regular scrutiny of progress towards benefits and sustainable change. In particular the Committee be invited to review the progress against the four priority areas of the Fulfilled Lives programme and the risks and opportunities of data with ASC transformation. Implementation update required on a)-c) above. Implementation update on d) above: The Health & ASC O&S Committee now receives regular reports on the Fulfilled Lives programme to provide opportunity for ongoing scrutiny of the transformation delivery. (Update by O&S Specialist, 24/4/25)
Recommendations from Committee meeting – 24 September 2024 – No recommendations made at this meeting.					
Recommendations from Committee meeting – 2 December 2024					
46	Health and Social Care for the Homeless	The Committee recommend that Cabinet: Discuss the issues caused by a lack of funding for rough sleepers with no local connection and those without an identified priority need with a view to developing solutions in partnership with other local authorities and key stakeholders such as the Integrated Care Board and relevant ministers to create a robust system that does not fail	Cabinet, 10 December 2024	Acceptance unknown – recommendation received by Cabinet with advice that it would be considered at a future	Cllr Kieron Wilson is responding by email to this recommendation.

Minute number	Item	Recommendation made *items remain for monitoring until implementation is complete or committee agree to remove.	Recommended to *name of receiving body/ Officer, and date received	Outcome *accepted/ partially accepted/ rejected/ unknown.	Implementation updates
		our most vulnerable or unfairly place the responsibility for caring for these people on local particular local authorities, with a view to getting something in place before the new strategy.		meeting of the Cabinet.	
47	Transforming Urgent and Emergency Care Services	The Committee recommend that Cabinet recommends to Council: a) Notes the summary of the diagnostic review, including improved outcomes for residents and financial benefits for the Council. b) Notes that under the draft Partnership Agreement with Dorset health and care partners, anticipated benefits are significantly in excess of costs to the Council. c) Delegates to the Corporate Director for Wellbeing, in consultation with the Portfolio Holder for Health and Wellbeing, the Director of Law and Governance and the Director of Finance, authority to enter into the Partnership Agreement to undertake the proposed transformation programme.	Cabinet (10 December 2024) and Council (10 December 2024)	Recommendations accepted at both Cabinet and Council	
Recommendations from Committee meeting – 3 March 2025					
61	Adult Social Care Strategy 2025-28	The Committee recommend to Cabinet: - the inclusion of some clear targets ideally linked to the Adult Social Care Outcomes Framework (ASCOF) within the Adult Social Care Strategy; and - the inclusion of an overview of how to better integrate performance and	Cabinet (2 April 2025)	Response unknown – recommendations 'welcomed' by Cabinet but no clear response given.	The final decision of Cabinet did not reflect the recommendations made by the committee, and was as follows: 'Resolved that the new ASC Strategy 2025-28 is linked to the Corporate Vision and supports corporate priorities under 'Our People and Communities.' Update required. Committee may wish to seek

Minute number	Item	Recommendation made *items remain for monitoring until implementation is complete or committee agree to remove.	Recommended to *name of receiving body/ Officer, and date received	Outcome *accepted/ partially accepted/ rejected/ unknown.	Implementation updates
		activity data with finance data in the Adult Social Care Strategy.			a response from relevant Portfolio Holder back into committee.
Recommendations from Committee meeting – 19 May 2025 No recommendations made at this meeting.					
Recommendations from Committee meeting – 14 July 2025					
20	Adult Social Care Fulfilled Lives Transformation Programme	The HASC O&S Committee: 1. Supports the recommendation to Cabinet that Council approves the request for the release of the remaining £1.11m funding that was previously agreed to allow the Fulfilled Lives Programme to reach completion and realisation of the benefits; and 2. Continues to monitor this four-year programme in particular around self-directed support and support at home that will enable people to stay independent.	Cabinet 26 July 2025	Accepted	Cabinet and Council approved the release of the remaining £1.1m as outlined at part 1 of the recommendation.
Recommendations from Committee meeting – 23 September 2025					
30	Get Dorset & BCP Working Plan - GD&BCPWP	The Committee RECOMMENDS that: 1) The recommendations as outlined in the report be approved by Cabinet. 2) That Cabinet agree for the Get Dorset & BCP Working Plan to return to an Overview and Scrutiny Committee at an appropriate stage for further scrutiny, to enable Members to review its delivery, assess its impact in supporting individuals to return to work, and	Cabinet 1 October 2025	Accepted	Report recommendations agreed by Council.

Minute number	Item	Recommendation made *items remain for monitoring until implementation is complete or committee agree to remove.	Recommended to *name of receiving body/ Officer, and date received	Outcome *accepted/ partially accepted/ rejected/ unknown.	Implementation updates
		consider whether intended outcomes are being achieved.			
Recommendations from Committee meeting – 1 December 2025					
44	FutureCare Programme – Mid Programme Review	RESOLVED that the Committee requests the programme return to its next meeting on 2 March 2026 with detailed financial and impact data to scrutinise.	Officers	Accepted	Coming back to Committee on 2 March with further information requested.
Recommendations from Committee meeting – 2 March 2026 – No recommendations made at this meeting.					
Recommendations from Committee meeting – 19 May 2026					
11	BCP Suicide Prevention Action Plan	RECOMMENDED that, following approval by the Health and Wellbeing Board, the Committee request Cabinet support the Strategy and Action Plan and ensure that the necessary resources are made available for implementation.	Cabinet		Following approval of the BCP Suicide Prevention Action Plan at the Health and Wellbeing Board on 26 June 2026, the Committee request Cabinet consider this item to raise awareness and publicity.
Recommendations from Committee meeting – 20 July 2026					
Recommendations from Committee meeting – 22 September 2026					

Minute number	Item	Recommendation made *items remain for monitoring until implementation is complete or committee agree to remove.	Recommended to *name of receiving body/ Officer, and date received	Outcome *accepted/ partially accepted/ rejected/ unknown.	Implementation updates
Recommendations from Committee meeting – 30 November 2026					
Recommendations from Committee meeting – 1 March 2027					

OUTSTANDING ACTIONS

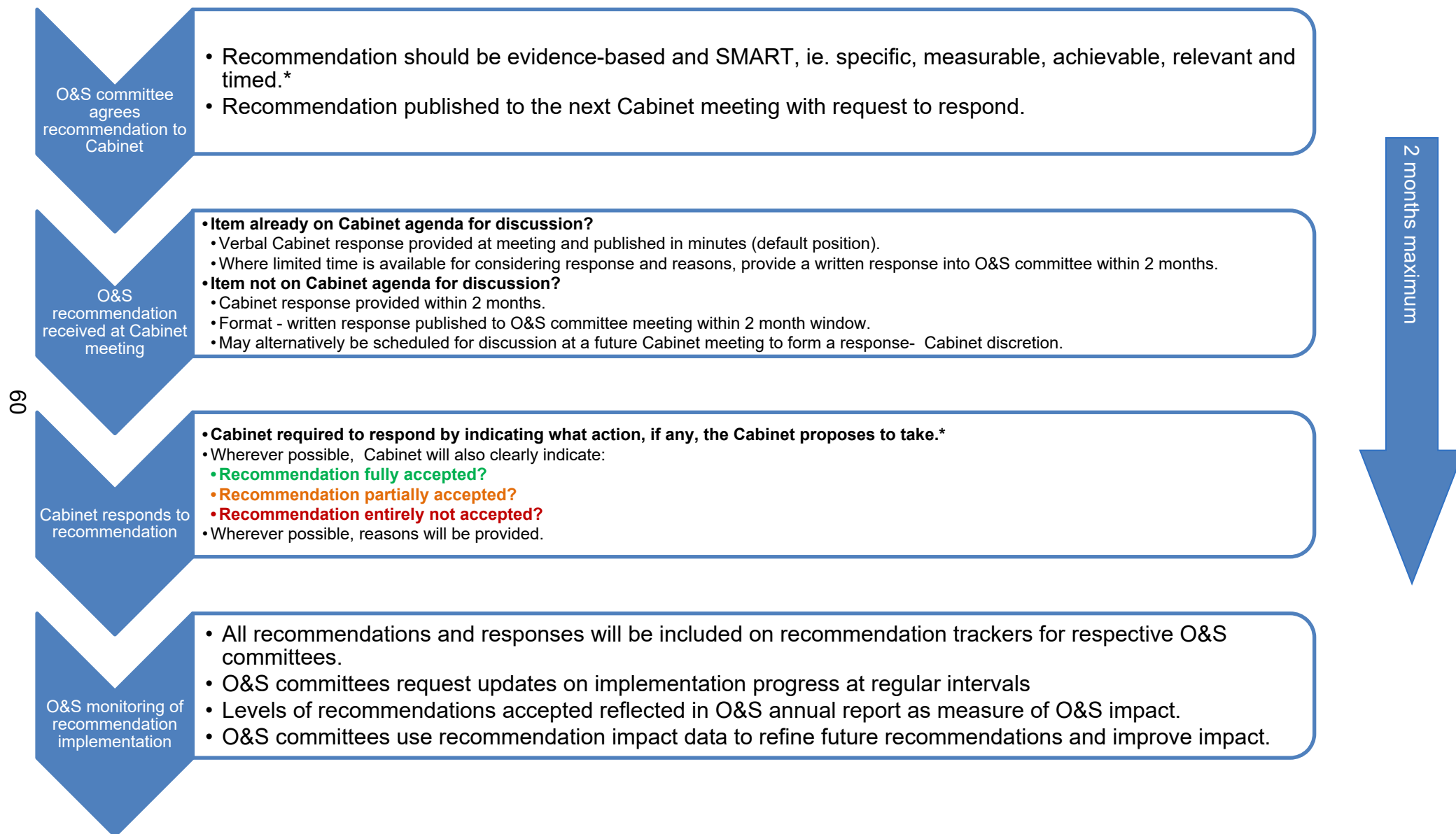
Minute number	Item	Action* *Items remain until action completed.	Benefit	Updates
Actions arising from Committee meeting – 25 September 2023				
20	National Suicide Prevention Strategy	Decision Made: The Board was advised that Public Health was unsure of the amount which would be allocated to the BCP area, as the closing dates for bids had not yet happened, however bids were being worked on and once any funding was known, the Committee could be informed. Action – Public Health aware		
Actions arising from Committee meeting – 15 July 24				
57	ial Care nation Case	Decision Made: That key risks and Key Performance Indicators be included in future reports regarding the Transformation Programme Action – Officers aware	To enable the Committee to have this information when scrutinising	
Actions arising from Committee meeting – 24 September 24				
34.	Adult Social Care Budget Presentation	Decision made: In response to a query regarding the activities and outcomes of the Live Well Dorset programme, the Committee was advised that it had managed to reach those living in the most deprived areas of BCP and that access could potentially be provided to the dashboard for the Committee to see the output. Action: to be considered further		
Actions arising from Committee meeting – 3 March 25				

Minute number	Item	Action* *Items remain until action completed.	Benefit	Updates
59.	The Transformation of UHD Hospitals	Decision Made: That the Director of Adult Social Care be the contact for any Cllrs wishing to visit the new facilities ACTION – Director and Cllrs aware.		
64.	Work Plan	Decision Made: As requested by the Overview and Scrutiny Board, the Committee will monitor the proposed increase of block booked beds for long-term care and that an update on progress against this be provided at an appropriate time. ACTION – added to the work plan with no date yet identified.		An update requested under budget presentation in September 2025
Actions arising from Committee meeting – 19 May 25				
11	FutureCare Programme Update	Decision Made: That the Committee receive data regarding bed capacity and workforce numbers at an appropriate time. Action – Officers aware Decision Made: That the Committee receive data around benefits tracking and monitoring to be reported to a meeting at a future date. Action – Officers aware and added to the work plan Decision Made: That the Committee receive further information regarding capacity within secondary care to fulfil the future need. Action – Officers aware		
Actions arising from Committee meeting – 14 July 25				
20.	Adult Social Care Fulfilled Lives Transformation Programme	Decision Made: That the Committee receive quantitative data about the impact in future reports.		

Minute number	Item	Action* *Items remain until action completed.	Benefit	Updates
		Action – Officers aware		
Actions arising from Committee meeting – 23 September 25				
31.	Tricuro: Business Plan Review and Objectives 2025-26	Decision Made: The Committee requested data on service capacity, particularly at the Moordown centre. Officers confirmed that capacity data is available via dashboards and would be circulated to the Committee. Action – Officers aware Decision made: The Committee was advised of the officer's commitment to ongoing engagement and agreed that progress updates should be provided between formal planning cycles to support continued collaboration and oversight Action – Officers aware		
Actions arising from Committee meeting – 1 December 2025				
44.	FutureCare Programme – Mid Programme Review	Decision Made: The importance of tracking savings through to tangible outcomes, such as reduced home care hours and improved reablement was highlighted, and the Chair requested detailed data analysis at a future meeting. Action – added to work plan for 2 March 2026	To enable the Committee to fully scrutinise the impact of the programme in terms of tangible outcomes and savings	Coming back to Committee on 2 March 2026.
45.	Integrated Neighbourhood Teams (INTs) Update	Decision Made: The Committee requested the programme DiiS dashboard be shared with them to consider further. Action – Officers aware.		

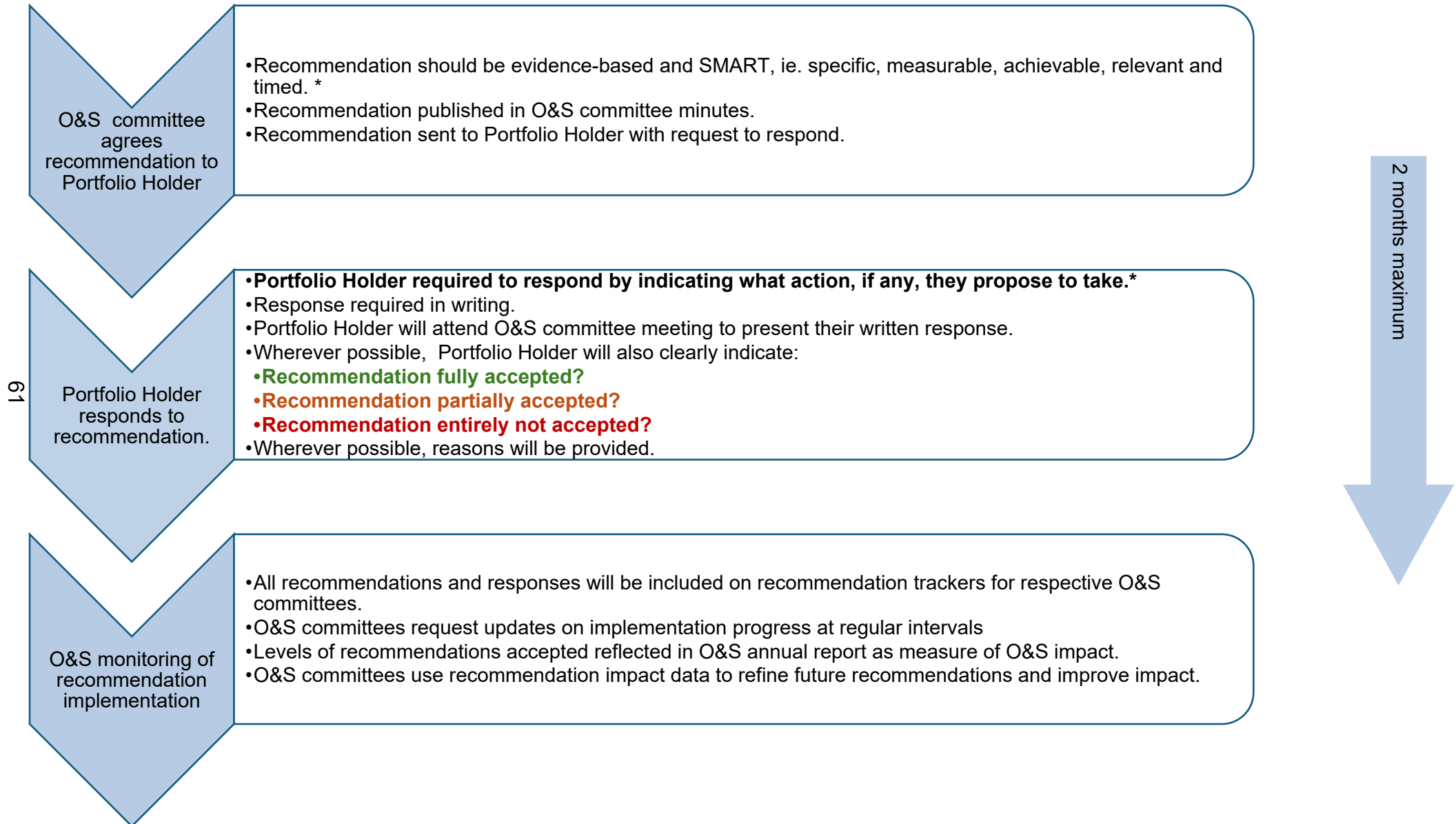
O&S Recommendations / Executive response process

Cabinet process:



* [Overview and scrutiny: statutory guidance for councils, combined authorities and combined county authorities - GOV.UK](#)

Portfolio Holder process



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CABINET



Report subject	Corporate Performance Report - Q4
Meeting date	24 June 2026
Status	Public Report
Executive summary	BCP Council adopted 'A shared vision for Bournemouth, Christchurch and Poole 2024-28' in May 2024. The shared vision is the corporate strategy which sets out the council's vision, priorities and ambitions as well as the principles which underpin the way the council works as it develops and delivers its services. Incorporated in the vision is a set of measures of progress for achieving the vision, priorities and ambitions. This is the performance monitoring report for Quarter Four 25-26, presenting an update on the progress measures. The council's delivery against its priorities and ambitions can also be monitored through the performance dashboard which is available on the council's website providing up-to-date real time information on the progress measures.
Recommendations	It is RECOMMENDED that Cabinet: (a) Consider the Quarter Four 2025/26 performance (b) Note that work continues to expand the data available on the interactive performance dashboard (c) Note the positive activities highlighted in the report and exceptional performance reports (d) Note the performance exception reports relating to areas of underperformance and task the corporate directors to take action to improve performance
Reason for recommendations	Our shared vision for Bournemouth, Christchurch and Poole sets out the priorities and ambitions against which the council's performance will be judged, and as such is a vital component of the council's performance management framework. An understanding of performance against targets, goals and objectives helps the council to assess and manage service delivery and identify emerging business risks.

Portfolio Holder(s):	Councillor Millie Earl, Leader of the Council
Corporate Director	Aidan Dunn, Chief Executive
Service Director	Isla Reynolds, Director of Marketing, Communications and Policy
Report Authors	Chris Shephard, Head of Policy. Strategy and Partnerships Liz Orme, Policy & Strategy Officer Pippa Quinton, Policy Assistant Performance leads across the council
Wards	Council-wide
Classification	For Information

Background

1. BCP Council adopted 'A shared vision for Bournemouth, Christchurch and Poole 2024-28' in May 2024 which was developed following a process of stakeholder engagement from June to October 2023.
2. The vision includes a comprehensive set of progress measures that track performance against the ambitions and focus areas of activity.
3. Since the vision was adopted, work has been carried out to establish and evolve baseline data, targets and intervention levels for the progress measures.
4. A performance dashboard has been created which we have been using successfully to support the monitoring of our progress towards the council's vision, using technology to enhance transparency and support data-driven decisions. This dashboard is updated by performance officers across the council, providing real-time information as it's available and is accessible on the council's website. The dashboard continues to be updated and evolved.
5. The Corporate Strategy Delivery Board meeting allows officers to meet monthly to monitor delivery of the council's vision at a strategic level. This also allows the board to conduct delivery deep dives and risk reviews, allowing for areas of concern to be addressed in a timely manner and best practice can be celebrated and shared. The board also allows the Council to prioritise key areas of activity.

An interactive performance dashboard to monitor performance

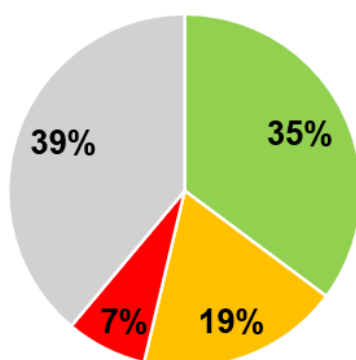
6. A live and interactive [performance dashboard](#) is available alongside quarterly reports, providing a real-time tracking tool that effectively addresses Cabinet's previous concerns regarding the timeliness of the reports. This is because quarterly performance reports are static snapshots of performance, often two to three months out of date by the time they reach Cabinet.
7. The performance dashboard supports the council's approach towards data-driven decision-making and continuous improvement in organisational performance.

8. Furthermore, transparency and accountability are enhanced through the public-facing live performance dashboard, which is continuously accessible to residents, councillors and officers.
6. The dashboard's purpose is to maintain a strategic perspective of overall council performance, and it is reviewed regularly with directors to ensure the best data is provided. Cabinet also has the flexibility to introduce additional measures if necessary for more detailed performance monitoring.
7. The dashboard is developing in phases, with further plans to enhance data availability, links to other dashboards and data sources and provide various lenses to view the data eventually replacing the need for a paginated performance report.
8. The dashboard was reviewed for accessibility and usability and changes to the design and content have been made as a result.
9. Links have been made to a [sustainability dashboard](#) demonstrating further information on the council's advancements towards achieving our net zero targets.

Summary of Quarter Four Performance

10. Quarter Four data shows stable and balanced performance (Figure 1). While Quarter Four represents year-end, this has limited significance for the corporate performance measures being tracked, as these are largely reported on a rolling quarterly basis.

Figure 1: Quarter Four Performance Summary



11. The percentage of measures that are on target (green) has decreased slightly from 37% in Quarter Three to 35% in Quarter Four. Fewer measures are being monitored (amber), in Quarter Four than Quarter Three, reducing from 26% to 19%. The percentage of measures requiring action (red) has increased slightly from 4% in Quarter Three to 7% in Quarter Four – although in practice this relates to just four measures. Notably, the percentage of pending measures (grey) has increased from 33% in Quarter Three to 39% in Quarter Four. These are measures where there is no data to report in this quarter. Reasons for this include annual figures that have a different annual reporting date, or report termly.

12. **Appendix 1** contains more detail for each measure including the latest performance compared to the target and the baseline, and an updated commentary. The direction of travel for each measure is also provided in Appendix 1. This shows whether performance is improving, declining or remains the same level compared to the previous update. For Quarter Four, there are fewer measures showing a positive direction of travel compared to Quarter Three with 17 measures showing a positive direction of travel (compared to 22), a slight increase in measures showing a negative direction in Quarter Four (13 compared to 9), and 3 measures have stayed the same compared to 5 in Quarter Three.
13. **Appendix 2** contains more detail about performance measures that are making significant and ongoing progress, including the delivery of the Local Electric Vehicle Infrastructure (LEVI) programme and strong growth of electric vehicle charging points and charging hubs. The timely determination of both major and non-major planning applications is also reported in Appendix 2, following the sustained improvements tracked in Quarter Three, where both are either at or exceeding target. It is also important to note good and sustained performance in a varied range of measures across each of the corporate priority areas, including a positive decrease in the number of people rough sleeping, and strong system progress with effective partnership working to support independence and recovery-focused pathways for people with learning disabilities and mental health disabilities. The metric for monitoring the timeliness of children's need assessments also continues to perform strongly in Q4, demonstrating the longevity of good performance in this area.
14. **Appendix 3** contains exception reports that provide additional detail about the four measures that are doing less well in Quarter Four and the action being taken to improve this. This includes reports on enforcement outcomes of street based anti-social behaviour, sustainable passenger trips, community asset transfers and the delivery of new affordable and social rented housing. Each report in the appendix details current performance and proposed actions to make improved progress towards targets.
15. Performance continues to be monitored by services and by the Corporate Strategy Delivery Board to ensure appropriate mitigations are in place and log actions being taken to improve performance.

Summary of financial implications

16. There are no financial implications as this is a performance monitoring report for the corporate strategy. The corporate strategy is an important document to identify and establish project priorities for council budget-setting and contains programmes of work aimed at improving strategic finance, under the Our Approach priority.

Summary of legal implications

17. There are four measures that require action in Quarter Four. Any potential risks and mitigations have been and will continue to be assessed by the relevant service area and reviewed by the Corporate Strategy Delivery Board.

Summary of human resources implications

18. One of the key strategies linked to delivery of the corporate strategy - the people and culture strategy - aims to foster a high-performance culture. Through a performance framework, colleagues understand their roles and contribution to BCP Council's vision and ambitions. It includes regular 1:1s, SMART objectives, and annual reviews. Personal objectives are linked to corporate ambitions in the shared vision for Bournemouth, Christchurch and Poole. A dashboard is being developed

with ICT to provide council leadership teams with performance insights, enhancing alignment to performance reporting. Additionally, programmes under Our Approach priority aim to positively impact human resources.

Summary of sustainability impact

19. The programmes of work underpinning the Place and Environment priority of the corporate strategy are designed to have a positive impact on sustainability outcomes.

Summary of public health implications

20. The programmes of work underpinning the People and Communities and Our Approach priorities in the corporate strategy are designed to have a positive impact on public health outcomes.

Summary of equality implications

21. The work programmes supporting the corporate strategy aim to positively impact protected groups. Equality impact assessments are conducted for these programmes, particularly under the People and Communities and Our Approach priorities.

Summary of risk assessment

22. There are four measures from Quarter Four that require action, and 11 that require monitoring. Potential risks and mitigations are assessed by the relevant service area and are regularly reviewed by Corporate Strategy Delivery Board.

Background papers

- [A shared vision for Bournemouth, Christchurch and Poole](#)
- [BCP Council Corporate Performance Dashboard](#)

Appendices

Appendix 1: Quarter Four - Corporate Performance Report – Overview of Q4 Performance

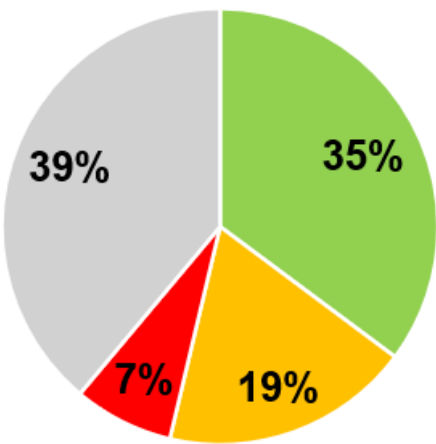
Appendix 2: Quarter Four – Positive Exception Reports

Appendix 3: Quarter Four – Performance Exception Reports

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Quarter 4 2025-26 - Overview of performance

This report provides an update of quarter four in the 2025/26 year on the progress measures in the council’s shared vision for Bournemouth, Christchurch and Poole. More detail is available in the [performance dashboard](#).

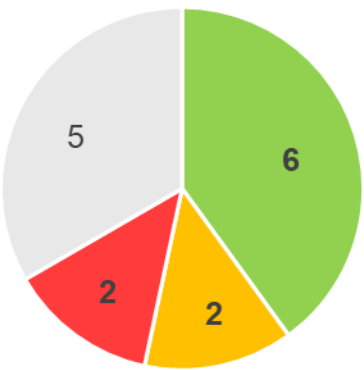


Q4 Overall

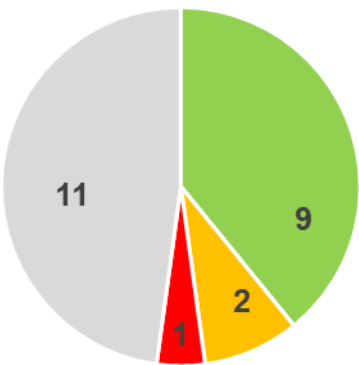
- 19 Measures are on target (green)
- 10 measures require monitoring (amber)
- 4 measures require action (red)
- 21 measures are pending a RAG rating (grey) mostly due to these being annual or bi-annual measures

Across the three corporate priority areas, this breaks down into:

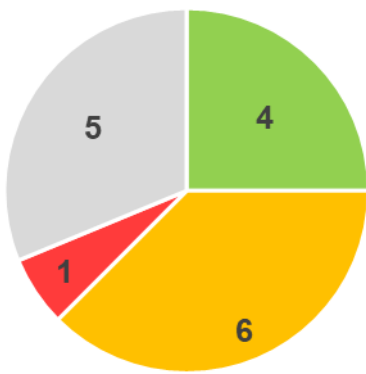
Our Place and Environment



Our People and Communities



Our Approach



More detail about each measure is set out in the following tables.

RAG rating: ● Action Required ● Monitor ● On Target ● Pending

Explanation of performance tables

- **Frequency:** How often new data is available
- **High or low figure is better:** Whether good performance is a higher figure or a lower figure.
- **Baseline figure:** A reference point from which the latest progress can be monitored. The time period the baseline data relates to is noted.
- **Target:** The performance level (goal) the council is aiming to achieve. Rationale for target levels are provided in the performance dashboard.
- **Direction of travel & RAG:** This column shows whether performance is improving, declining or remaining at the same level compared to the previous update. This is indicated by a directional arrow.

Whether the Q4 data is on target is shown by the RAG rating:

- **Red:** Performance has not met its target and has reached a level of intervention at which action is required to improve performance.
 - **Amber:** Performance is not on target but has not reached a level at which action is needed. This requires monitoring to ensure performance stays on track.
 - **Green:** Performance has met or exceeded its target.
 - **Pending:** RAG rating not set. This could be because more data is needed to set targets to know if performance is on track, or new data is not yet available, such as with annual or biannual measures.
- **Commentary:** Provides further detail on performance.

Our Place and Environment

There are currently fifteen measures that sit under the six ambitions of 'Our Place and Environment' priority. Four of these are measured **annually** and are shaded grey unless being reported in Q4, and eleven are measured **quarterly**.

Ref	Measure	Frequency	High or low figure is better	Baseline figure	Target	Q4 Data	Direction of travel & RAG	Commentary
People and places are connected by sustainable and modern infrastructure								
PE1A.1	Increase the total number of sustainable passenger trips in the BCP area per year	Quarterly	High	24.58M (December 2025)	27.71M (March 2026)	24.52M (March 2026)	↓	This indicator, measured using the number of bus passenger trips, has slightly underachieved based on the set target. Challenges and risks to this indicator are to an extent dependent on external factors including the economy and even the weather. The cost of living remains an issue both in terms of influencing travel demand for discretionary spending - leisure and entertainment as well the actual cost of bus fares. The very wet winter evident in this 4th quarter period will not have helped generate additional bus journeys. Looking forward to 2026/7 the main Bournemouth station to town centre bus priority scheme - funded through the Bus Service Improvement Plan (BSIP) will be delivered. The priority provided to buses on this high frequency bus corridor and the enhanced passenger facilities - such as shelters and information provision when complete are intended to attract more bus passengers. There may be a slight dip in numbers during the actual construction period but this is uncertain.
PE1A.2	Increase the number of publicly available Electric Vehicle (EV) charge points	Quarterly	High	290 (December 2025)	340 (March 2026)	395 (March 2026)	↑	The latest Office for Zero Emission Vehicles (OZEV) figures show that overall, the BCP Council area has delivered a significant increase in the number of publicly available chargers, moving rapidly up from 220 chargers available to the public in January 2025 up to 395 available in January 2026. We are now into delivery phase of the Local Electric Vehicle Infrastructure (LEVI) scheme which will benefit all areas of Bournemouth, Christchurch & Poole without their own off-street parking. We are currently working with Connected Kerb (the Charge Point Operator or CPO) and Scottish and Southern Electricity Networks (SSEN) the Distribution Network Operator (DNO) to go through the potential year one Electric Vehicle Charging Infrastructure (EVCI) data to then go into the Traffic Regulation Order (TRO) process and start delivering over 1,100 more charging sockets across the next three to five years.
Our communities have pride in our streets, neighbourhoods and public spaces								
PE2B.1	Increase the number of Fixed Penalty Notices (FPNs) served for fly tipping and littering offences	Quarterly	High	1,357 (December 2025)	844 (March 2026)	1,087 (March 2026)	↓	1,087 fixed penalty notices issued, including: 2 Public Spaces Protection Order (PSPO) offences 1 flytipping offence 49 waste duty of care offences (safe management of waste) 1,035 litter offences

Ref	Measure	Frequency	High or low figure is better	Baseline figure	Target	Q4 Data	Direction of travel & RAG	Commentary
PE2D.1	Reduce levels of police recorded antisocial behaviour (ASB)	Quarterly	Low	1,581 (December 2025)	1,775.5 (March 2026)	1,711 (March 2026)	↓	From January 2026 there is a new multi-agency ASB pillar group that is monitoring these crimes, and it has already created some actions around youth related ASB in Christchurch which has seen a rise over the last 6 months. It is good to note that drug related ASB has seen a decrease in recent months. Q4 figures are ahead of targets that were set at the beginning of the year, and although not performing as strongly as the previous quarter (1,581) this reflects seasonal trends and weather changes.
PE2D.2	Increase enforcement outcomes relating to street-based antisocial behaviour (ASB)	Quarterly	High	1,181 (December 2025)	1,926 (March 2026) (Year-end target 7,704)	946 (March 2026) (Year-end total 4,671)	↓	Street based enforcement stats Q4: Number of CSAS incidents attended: 560 Number of alcohol seizures: 2 Number of dispersals: 297 Early intervention notices: 1 Support referrals: 26 Number of closures: 3 Number of Anti-Social Behaviour Injunction: 5 Number of Community Protection Warning: 23 Number of Community Protection Notice: 3 Vulnerable Victim Assessments: 23 Case Reviews: 3 There has been a reduction in staff numbers since this period last year, however figures for the quarter are strong, showing a robust approach to street related anti-social behaviour. The enforcement outcomes show a lack of escalated behaviours and successful formal warnings being applied, but robust action where required.
PE2A.1	Increase the percentage of residents who are satisfied with their local area as a place to live	Annual	High	75% (March 2025)	-	-		This measure is not reported at Q4 and has been marked as 'pending' until new data is available. This measure relates to the Resident's Survey, so new data will be available when the next survey takes place.
PE2B.2	Increase residents' satisfaction with street cleaning	Annual	High	48% (March 2026)	-	-		This measure is not reported at Q4 and has been marked as 'pending' until new data is available. This measure relates to the Resident's Survey, and new data will be available when the next survey takes place.
Our inclusive, vibrant and sustainable economy supports our communities to thrive								
PE3A.1	Increase the number of businesses in the BCP area	Annual	High	15,600 (December 2025)	-	-		This is an annual measure not reported at Q4 so it has been marked as 'pending' until new data is available, anticipated December 2026.
PE3B.1	Increase non-financial support given to BCP-based businesses	Quarterly	High	440 (December 2025)	475 (March 2026)	557 (March 2026)	↑	In Q4, 114 individual businesses have been supported, and the annual target has been exceeded, with a total of 557 individual businesses being supported this year. This quarter, the focus has been on supporting priority sector events including a FinTech workshop supporting businesses to connect with education providers, and delivering AI courses for businesses.

Ref	Measure	Frequency	High or low figure is better	Baseline figure	Target	Q4 Data	Direction of travel & RAG	Commentary
PE3C.1	Increase in the creation of new business enterprises	Quarterly	High	15 (December 2025)	30 (March 2026)	33 (March 2026)	↑	In Q4, 33 new businesses were created via the delivery of the final Ignite student and graduate and public-facing courses. This demonstrates the success of the Ignite programme in issuing start-up grants for new businesses, with 48 created in total over the year, which has enabled the annual target to be exceeded.
Revitalised high streets and regenerated key sites create new opportunities								
PE4A.1	Increase footfall across our three town centres	Quarterly	High	21.85M (December 2025)	-	-		Awaiting footfall data when system access and new contract is restored, updated figures to be supplied when available.
PE4B.1	Increase the percentage of all major planning applications determined on time	Quarterly	High	79% (December 2025)	80% (March 2026)	100% (March 2026)	↑	Performance has improved in Q4 with 100% of major applications having been determined in time or within an agreed extension of time. This reflects the benefit of clearing a number of the older applications in the previous quarters which has allowed the team to focus on current workload.
PE4B.2	Increase the percentage of all non-major planning applications determined on time	Quarterly	High	88% (December 2025)	92% (March 2026)	92% (March 2026)	↑	Performance is on target with the team determining a high number of non-major applications in Q4 (544 in total). Performance is steadily improving which is a reflection of the team gaining more experience and a settled period in terms of staff retention and recruitment.
Climate change is tackled through sustainable policies and practice								
PE5E.1	Increase the percentage of waste diverted from landfill	Quarterly	High	88.11% (December 2025)	90% (March 2026)	88.30% (March 2026)	↑	Performance over the year has continued to be influenced by operational decisions taken by our main waste disposal contractor, including the occasional diversion of residual waste to landfill rather than to Energy from Waste (EfW) facilities. In addition, there were periods when scheduled maintenance at EfW facilities temporarily reduced available capacity, which affected our ability to achieve target diversion rates in certain quarters. These short-term operational constraints had an impact on the overall annual diversion rate. While these decisions remain at the contractor's discretion until the current contract ends in 2027, the Council continues to work closely with them to maximise diversion opportunities wherever possible and to support improved performance, while keeping progress under close review.
PE 5A.1	Reduce the tonnes of greenhouse gas emissions from our vehicles and buildings (tCO2e).	Annual	Low	13.4% reduction in 2024/25 against annual reduction in 23/24	Carbon Neutral by 2045	-		This figure is reported annually. The figure for year 25/26 is currently marked as 'pending' until new data is available and has been analysed, anticipated at Q2 26/27.
Our green spaces flourish and support the wellbeing of both people and nature								
Measures under discussion with Green Space and Conservation team.								

Our People and Communities

There are twenty-three measures that sit under the seven ambitions of ‘Our People and Communities’ priority. Eight are measured **annually**, twelve are measured **quarterly**, two are **termly** and one is collected **every two years**. Annual/biannual measures are shaded grey unless being reported in Q4.

Ref	Measure	Frequency	High or low figure is better	Baseline figure	Target	Q4 Data	Direction of travel & RAG	Commentary
High quality of life for all, where people can be active, healthy and independent								
74	PC1A.2	Quarterly	High	83.3% (December 2025)	80% (March 2026)	82.9% (March 2026)	↔	Overall performance for 2025/26 shows strong improvement, with 82.9% of people with a learning disability (LD) living independently, exceeding the annual target of 80% and improving from 79.2% in 2024/25. This reflects sustained focus on settled accommodation pathways and effective partnership working. Key challenges continue to include limited availability of appropriate housing and pressure within supported living services. These risks have been mitigated through delivery of the Specialist Strategic Housing Strategy, including proactive system leadership to prioritise move-on and optimise use of existing provision. Looking ahead, 26 new flats (13 LD and 13 Mental Health (MH)/Autism) will be introduced in 2026/27, supported by assured shorthold tenancies and a nominations panel. This will further strengthen independent living outcomes while freeing capacity within short-term supported living services. New framework for LD and MH will go out in April 2026 with planned go live in November 2026 which will allow the increase in activity of procuring additional capacity of supported living and housing related support.
	PC1A.3	Quarterly	High	69.3% (December 2025)	70% (March 2026)	75.9% (March 2026)	↑	Performance in 2025/26 has significantly improved, with 75.9% of people with a mental health (MH) disability living independently, exceeding the 70% target and representing a marked increase from 54.9% in 2024/25. This demonstrates strong system progress in supporting independence and recovery-focused pathways. Challenges remain around housing availability and the complexity of needs for some individuals, particularly following hospital discharge. These have been actively managed through integrated working with housing, community mental health services and commissioners to prioritise appropriate move-on options. The introduction of new mental health accommodation in 2026/27, alongside strengthened pathway oversight, will further support sustained improvement, and help manage demand pressures across the system. New framework for

Ref	Measure	Frequency	High or low figure is better	Baseline figure	Target	Q4 Data	Direction of travel & RAG	Commentary
								Learning Disabilities (LD) and Mental Health (MH) will go out in April 2026 with planned go live in November 2026 which will allow the increase in activity of procuring additional capacity of supported living and housing related support.
PC1B.1	Increase the number of registrations from people in the most deprived areas accessing health and wellbeing support (LiveWell Dorset)	Quarterly	High	206 (December 2025)	267 (March 2026)	382 (March 2026)	↑	Registration numbers are above that of the same quarter of the previous year; the service continues to reach clients living in our most deprived neighbourhoods. The proportion reached - 28% is higher than last year's quarter and is above our 25% target of registrations from clients living in our most deprived neighbourhoods.
PC1A.4	Increase the percentage of Adult Social Care users who are satisfied with the care and support they receive	Annual	High	59% (March 2025)	-	-		This measure is not reported at Q4, so has been marked as 'pending' until new data is available, anticipated Q3 26/27.
PC1A.1	Increase the percentage of residents who have a good satisfaction with life	Annual	High	70% (March 2025)	-	-		This measure is not reported at Q4 and has been marked as 'pending' until new data is available. This measure relates to the Resident's Survey, and new data will be available when the next survey takes place.
PC1C.1	Increase the percentage of physically active adults	Annual	High	71.50% (June 2025)	-	-		This measure is not reported at Q4 and has been marked as 'pending' until new data is available. New data will be available to report at Q1 26/27.
PC1C.2	Increase the percentage of physically active children and young people	Annual	High	61% (March 2025)	-	-		This measure is not reported at Q4 and has been marked as 'pending' until new data is available. New data will be available to report at Q1 26/27.
PC1A.5	Increase the percentage of carers who are satisfied with the care and support they receive	Biannual	High	36% (March 2024)	-	-		This measure is not reported at Q4, so has been marked as 'pending' until new data is available, anticipated Q2 26/27.
Working together, everyone feels safe and secure								
PC2A.1	Reduce levels of police recorded serious violent crime	Quarterly	Low	339 (December 2025)	313 (March 2026) (Year-end target 1,252)	361 (March 2026) (Year-end total 1,396)	↓	The serious violence data has included since April 2025 a new definition for business robbery, which is included in the crime types monitored. This has seen a significant rise in the recorded serious violence figures as it now includes certain types of cases that were recorded as theft (shoplifting) before. Since January 2026 there is a new Serious Violence Pillar group - multi-agency that is monitoring these figures and carrying out actions where relevant.
PC2B.1	Increase the percentage of residents who feel safe in their local area during the day	Annual	High	87% (March 2025)	-	-		This measure is not reported at Q4 and has been marked as 'pending' until new data is available. This measure relates to the Resident's Survey, and new data will be available when the next survey takes place.

Ref	Measure	Frequency	High or low figure is better	Baseline figure	Target	Q4 Data	Direction of travel & RAG	Commentary
PC2B.2	Increase the percentage of residents who feel safe in their local area after dark	Annual	High	54% (March 2025)	-	-		This measure is not reported at Q4 and has been marked as 'pending' until new data is available. This measure relates to the Resident's Survey, and new data will be available when the next survey takes place.
Those who need support receive it when and where they need it								
PC3C.1	Increase the number of individuals entering drug treatment	Quarterly	High	3,175 (September 2025)	3,165 (December 2025)	3,277 (December 2025)	↑	Due to the government time lag in finalising publicly available figures, quarterly reporting for this measure will be one quarter behind. The figures in this table are finalised data for Q3. Since verification, we can now report that the actual Q3 figure is 3,277 adults in treatment. Q4 figures will be reported in full at Q1 26/27 and will be updated as soon as available on the live Corporate Performance dashboard. Q4 Target – 3,185 Intervention - 2,389 Actual - TBC Q4 actual figures will not be available until mid-June (the verified data via central government is about 8 – 12 weeks after the end of the quarter). Drugs activity can only report verified data which is in the public domain.
PC3A.1	Increase the percentage of Education Health Care Plans issued within 20 weeks	Quarterly	High	52.6% (December 2025)	46% (March 2026)	50.60% (March 2026)	↓	Although timeliness for issuing Education, Health and Care Plans remains above national averages, performance is showing signs of sustained pressure across the SEND system due to rising demand and caseload growth. In particular, Educational Psychology (EP) capacity is insufficient to consistently deliver the statutory timeliness required, with EP staffing levels not currently aligned to the volume and complexity of demand. The service is prioritising capacity and process improvements to protect the most vulnerable children and maintain a consistent focus on timely decision-making. Continued system-wide work will support sustainable improvement while managing rising levels of need.
PC3B.1	Reduce the attainment gap and improve learning outcomes for children and young people in receipt of free school meals	Annual	Low	50.60 (September 2025)	-	-		This measure has been marked as 'pending' until new data is available. Next provisional published update for the 2025/26 academic year will be available in Q3 2026/27.
PC3D.1	Ensure that the timeliness of assessments to determine the child's needs is conducive with offering the right service at the right time to children, young people and their families	Quarterly	High	95% (December 2025)	85% (March 2026)	97% (March 2026)	↑	Overall performance in Q4 was strong and above national average (83%) and demonstrates sustained improvement under increased demand. This demonstrates an embedded culture with a high level of timeliness and consistency. Where delays did occur, the majority were limited, with only a small number extending beyond 45 days. We continue to track and be curious with our data to ensure the best outcomes for children, young people and families. Timely assessments means that needs are

Ref	Measure	Frequency	High or low figure is better	Baseline figure	Target	Q4 Data	Direction of travel & RAG	Commentary
								identified quickly enabling services to be delivered at the earliest opportunity.
Good quality homes are accessible, sustainable and affordable for all								
PC4B.1	Reduce the number of homeless households in bed and breakfast	Quarterly	Low	66 (December 2025)	40 (March 2026)	56 (March 2026)	↑	The past quarter has seen a reduction in single people in B&B which has driven down the overall total. Families in B&B remain at functional zero, moving into and out of B&B rapidly on to alternative housing. The service has used additional government grant to bolster support officer capacity targeted at moving households on from temporary accommodation. The overall number of households in the quarter fell slightly with those accessing homelessness preventative services continuing to increase.
PC4A.1	Reduce the number of people rough sleeping	Quarterly	Low	53 (December 2025)	50 (March 2026)	40 (March 2026)	↑	Further reduction in rough sleeping was seen this quarter, demonstrating targeted action to assist those rough sleeping long term is making positive impacts upon overall numbers. The multi-agency team approach continues to demonstrate positive outcomes in housing, health and wellbeing for those assisted. The service received recognition this quarter at the National Conference on Rough Sleeping, spotlight BCPs approach to involving people with lived experiences in service review and design.
PC4C.1	Increase the number of both completed new affordable and social rented homes	Quarterly	High	9 (December 2025)	100 (March 2026)	36 (March 2026)	↑	As a council we directly deliver affordable homes. 27 new Council owned homes (for social rent) completed on 20th March. Overall, 36 homes completed in 2025-2026 financial year. Next delivery expected: 110 homes at Hillbourne, Poole (July - Sept 2026). In addition to our own direct delivery, affordable housing will continue to be delivered by the development industry and registered providers of affordable housing. Corporately we continue to work collaboratively to ensure we have the right conditions to enable this delivery. Registered Providers have delivered 389 units up to March 2026 giving an overall delivery figure of affordable Homes across Bournemouth, Christchurch and Poole as 848.
Local communities shape the services that matter to them								
PC5A.1	Increase the percentage of residents who feel they can influence decisions affecting their local area	Annual	High	30% (March 2025)	-	-		This measure is not reported at Q4 and has been marked as 'pending' until new data is available. This measure relates to the Resident's Survey, and new data will be available when the next survey takes place.
Employment is available for everyone and helps create value in our communities								
PC6A.2	Increase the uptake of supported employment for those with learning disabilities	Quarterly	High	4.8%	4.5%	4.5%	↓	In 2025/26, supported employment uptake for people with learning disabilities reached 4.5%, meeting the annual target and improving from 4.0% in 2024/25. This reflects

Ref	Measure	Frequency	High or low figure is better	Baseline figure	Target	Q4 Data	Direction of travel & RAG	Commentary
				(December 2025)	(March 2026)	(March 2026)		continued commitment to employment as a key outcome for independence and wellbeing. Performance challenges persist in relation to the capacity and effectiveness of commissioned supported employment provision. These risks have been addressed through targeted performance management, including focused improvement work with Community Outreach and Support Team (COAST) within Tricuro and development of a refreshed project plan to strengthen outcomes. Over the next period, the service will continue to work closely with providers to improve job outcomes and sustainability, alongside broader system work to embed employment as a core expectation within care and support planning. Learning Disabilities & Mental Health Supported Employment review of all commissioned packages and model of delivery to be undertaken in 26/27.
PC6A.3	Increase the uptake of supported employment for those with mental health issues	Quarterly	High	2.6% (December 2025)	2.6% (March 2026)	2.6% (March 2026)	↔	Supported employment uptake for people with mental health disabilities improved to 2.6% in 2025/26, achieving the annual target and increasing from 1.3% in 2024/25. This represents a positive upward trajectory following sustained underperformance in previous years. Challenges include workforce capacity within supported employment services and the impact of wider labour-market conditions. These have been mitigated through closer contract oversight and targeted action planning to focus on outcomes rather than activity. Going forward, continued collaboration with providers and health partners will support further growth in employment opportunities, alongside strengthened alignment with recovery-focused mental health pathways. Learning Disabilities & Mental Health Supported Employment review of all commissioned packages and model of delivery to be undertaken in 26/27.
Skills are continually developed, and people can access lifelong learning								
PC7B.1	Reduce the number of primary school aged children excluded from school	Termly	Low	0.019% (December 2025)	-	-		This measure is not reported at Q4 and has been marked as 'pending'. Data for spring term will be available in Q2 26/27.
PC7B.2	Reduce the number of secondary school aged children excluded from school	Termly	Low	0.117% (December 2025)	-	-		This measure is not reported at Q4 and has been marked as 'pending'. Data for spring term will be available in Q2 26/27.

Our Approach

There are sixteen measures that sit under the seven principles of 'Our Approach' priority. Six are measured **annually** and are shaded grey unless being reported in Q4 and ten are measured **quarterly**.

Ref	Measure	Frequency	High or low figure is better	Baseline figure	Target	Q4 Data	Direction of travel & RAG	Commentary
Working closely with partners, removing barriers and empowering others								
A1A.1	Increase the number of assets transferred to communities	Annual	High	1 (March 2025)	6 (March 2026)	0 (March 2026)	↓	Hengistbury Head Outdoor Education Centre completed in February 2025. Several Community Asset Transfers are progressing, and updated figures will follow in 26/27.
Providing accessible and inclusive services, showing care in our approach								
A2B.1	Raise the proportion of interactions that come from online platforms	Quarterly	High	83% (December 2025)	85% (March 2026)	82% (March 2026)	↓	Interaction with the council via online platforms remained stable over the quarter.
A2A.1	Increase the proportion of people who use care services who find it easy to find information about services	Annual	High	68% (March 2025)	-	-		This measure is not reported at Q4, so has been marked as 'pending' until new data is available, anticipated Q3 26/27.
A2A.2	Increase levels of trust in the council	Annual	High	48% (March 2025)	-	-		This measure is not reported at Q4 and has been marked as 'pending' until new data is available. This measure relates to the Resident's Survey, and new data will be available when the next survey takes place.
Using data, insights and feedback to shape services and solutions								
A3B.1	Increase satisfaction with the way the council runs things	Annual	High	41% (December 2023)	-	-		This measure is not reported at Q4 and has been marked as 'pending' until new data is available. This measure relates to the Resident's Survey, and new data will be available when the next survey takes place.
A3A.1	Reduce percentage of upheld Ombudsman complaints per 100,000 of the population	Quarterly	Low	0.25% (December 2025)	0.25% (March 2026)	0.25% (March 2026)	↔	During the last quarter the Ombudsman made 31 decisions relating to BCP Council complaints. Of these, 29 were not upheld, 1 was partially upheld, and 1 case was fully upheld. This equals a very similar number that were upheld in the previous quarter (3) meaning performance has been similar to the last quarter and remained within target of 0.25 (previous quarter was 0.25). Although the number of Ombudsman enquiries have risen, complaints upheld has remained consistent, the Service remains within target.
Intervening as early as possible to improve outcomes								
A4A.1	Decrease the percentage of Children and Young People returning to Early Help (targeted support) within 12 months	Quarterly	Low	13% (December 2025)	15% (March 2026)	7% (March 2026)	↑	Of 27 Children and Young People (CYP) across 17 families re-referred, only 1 CYP received a full targeted support service. The other CYPs accessed other parts of the wider Early Help services. The figure is positive, the number has reduced and is lower than it was in the same data window last year. It is important to note that in this, when a request for support and intervention steps up into a statutory level 4 response, should it return to the Targeted Intervention Service (level 3) within the 6 month data window, it is counted as a "repeat"

Ref	Measure	Frequency	High or low figure is better	Baseline figure	Target	Q4 Data	Direction of travel & RAG	Commentary
								referral" which doesn't accurately describe the movement across services or thresholds. These step ups/downs impact on data, as do children who receive a level 1 or 2 Early Help response (not Targeted Intervention Service). For families receiving early help support that is not provided by the Targeted Intervention Services, their outcomes impact on data e.g. if Early help services are provided, but within 6 months they return, this will show in the data however is not directly influenced or attributed to Targeted Intervention. We would wish children and families to access early help support within their communities - it is a universal offer for all. However, for the purposes of re-referrals, it is the Targeted Intervention team and any re-referrals of children that helps us understand the effectiveness of our work and this remains positive; the number has reduced and is lower than it was in the same data window last year.
Developing a passionate, proud, valued and diverse workforce								
A5B.2	Increase the percentage of equality monitoring data collected from staff	Quarterly	High	70.62% (December 2025)	75% (March 2026)	70.38% (March 2026)	↓	No recent increase in overall completion rates. People and Culture Data Team have been reporting non-completion rates to services quarterly and chasing for completion. Not yet reaching the recently increased target of 75% completion Overall completion rate: 70.38% Disability completion rate: 78.46% of colleagues have provided this data Ethnicity completion rate: 78.34% of colleagues have provided this data Marriage/Civil Partnership completion rate: 59.32% of colleagues have provided this data Gender Identity completion rate: 60.22% of colleagues have provided this data Religion completion rate: 72.86% of colleagues have provided this data Sexual Orientation completion rate: 73.06% of colleagues have provided this data
A5C.1	Increase the number of successful candidates from underrepresented groups for council jobs	Quarterly	High	8.57% (December 2025)	6% (March 2026)	7.19% (March 2026)	↓	Out of the (3,985) applicants who responded this quarter, 12.85% declared a disability (512 applicants). Out of those applicants successful in the recruitment process, the % of candidates declaring a disability is 7.19% (11 applicants). The differential between overall applicants and successful candidates has reduced slightly in this quarter. For 25/26, the number and percentage of successful applicants in the recruitment process declaring a disability are as follows. Past Q1 and Q2 figures have been retrospectively updated in the dashboard for consistency. Q4 – 11 / 7.19% Q3 – 6 / 8.57%

Ref	Measure	Frequency	High or low figure is better	Baseline figure	Target	Q4 Data	Direction of travel & RAG	Commentary
								Q2 – 16 / 14.95% Q1 – 26 / 5.41%
A5B.1	Increase levels of employee engagement	Annual	High	63% (September 2025)	-	-		This is an annual measure not reported at Q4 so it has been marked as 'pending' until new data is available. This measure relates to a staff survey, so new data will be available when the next survey takes place.
Creating an environment for innovation, learning and leadership								
A6B.1	Increase the number of current council employees supported to undertake apprenticeships	Quarterly	High	135 (December 2025)	136 (March 2026)	123 (March 2026)	↓	During this period, a significant number of apprentices successfully completed their programme, while a smaller number of apprentices started. As a result, the overall number of apprentices decreased slightly, as fewer apprentices were enrolled than those who completed.
A6B.2	Increase the number of newly recruited colleagues into apprenticeship posts	Quarterly	High	41 (December 2025)	40 (March 2026)	35 (March 2026)	↓	Over the last quarter, the number of live apprenticeships has declined slightly. This reflects the successful completion of four apprenticeships, alongside the withdrawal of two apprentices from their programmes, who left BCP Council.
Using our resources sustainably to support our ambitions								
A7A.2	Increase the percentage of successful grant applications	Quarterly	High	99.67% (December 2025)	92% (March 2026)	99.68% (March 2026)	↑	For 25/26, a total of 11 applications were submitted and all were successful. However, not every application was awarded the full amount which explains the 99.68% success rate. For 25/26 the successful bids are: £95,000 awarded by Environment Agency for Debris Screen Health and Safety Works. £6,222,000 awarded by Environment Agency for Poole Bridge to Hunger Hill Flood Defences. £1,501,000 awarded by Arts Council England for Museum Estate and Development Fund. £73,000 awarded by Veolia for Queens Park Play Area. £376,000 awarded by Arts Council England for Poole Museum. £37,000 awarded by The Tree council for Stage 2 of The Trees Outside Woodland Fund application. £51,000 awarded by Environment Agency (WRFFC) for Local Levy bid for Christchurch Harbour Habitat Restoration Feasibility Study £50,000 awarded by MHCLG for Digital Planning Improvement Fundround4.2 to become an active member of the Open Digital Planning (ODP) community £598,000 awarded by DFE for SEND Intervention Support Fund

Ref	Measure	Frequency	High or low figure is better	Baseline figure	Target	Q4 Data	Direction of travel & RAG	Commentary
								£290,000 awarded by Environment Agency, Avon Beach to Highcliffe Urgent Works £51,000 awarded by Environment Agency, Christchurch Harbour Habitat Restoration Feasibility Study
A7A.3	Increase the percentage of business rates collected	Quarterly	High	81.09% (December 2025)	97.9% (March 2026)	96.81% (March 2026)	↑	11.5 million pounds more collected than last year. The % collection has increased by nearly 0.5% from previous year and given the economic climate, the reduction in retail relief it's an outstanding job by the NDR team.
A7A.4	Increase the percentage of council tax collected	Quarterly	High	78.6% (December 2025)	96.6% (March 2026)	94.77% (March 2026)	↑	Whilst recovery has been challenging, we recovered more than £24m compared to 24/25.
A7A.1	Increase the percentage of residents who think the council provides value for money	Annual	High	33% (March 2025)	-	-		This measure is not reported at Q4 and has been marked as 'pending' until new data is available. This measure relates to the Resident's Survey, and new data will be available when the next survey takes place.

Exceptional Performance Report

Please use this report to explain the reasons for performance meeting or exceeding target, what was achieved, why did it happen, and what the next steps are/could be. This report will make up part of the overall corporate performance report presented to Cabinet.

Indicator Description (taken from performance scorecard):

Increase the number of publicly available Electric Vehicle (EV) charge points

2025/26 Q4 outturn: 395

Quarterly Target: 340

Reason for level of performance:

The observed growth reflects sustained and increasing demand for electric vehicle charging infrastructure across BCP, driven by electric vehicle sales now surpassing those of conventional fuel vehicles. Both the private and public sectors have expanded the availability of EV charging facilities throughout the area. However, further growth is required in the provision of slower, daytime and overnight charging options for residents, which are more affordable than the fast and rapid charging currently predominating. Efforts are ongoing to address this financial disparity and improve access for residents without off-street parking or private driveways.

Actions/Next steps:

We are currently in the delivery phase of the Local Electric Vehicle Infrastructure (LEVI) grant programme, which will provide 1,128 new 7 kW charging sockets for residents across BCP who do not have access to off-street parking across the next three to five years. This initiative will play a significant role in addressing the existing charging disparity between residents with private parking and those who are largely reliant on more expensive fast or rapid charging options.

In parallel, we are continuing to develop EV charging hubs, with installations currently underway at Littledown Leisure Centre and Story Lane, Broadstone. Additionally, a dedicated bus charging hub is scheduled for installation at Seldown Car Park to support the introduction of two Route One electric buses, expected to arrive in late August this year.

We are also in the process of commencing a gulley charging trial aimed at further reducing charging cost inequalities for residents without off-street parking. The project is supported by £93,000 of funding, with up to £1,200 available per individual installation. This trial will contribute to exploring innovative, scalable solutions to improve equitable access to EV charging infrastructure across the area.

Learnings to share:

It is essential that we maintain momentum in the delivery of electric vehicle infrastructure installations to keep pace with growing demand. Significant progress has been made to date, supported by the successful securing of both government and private sector funding. Continued strong collaboration across departments is critical to ensuring these projects are delivered efficiently, effectively, and at pace.

Completed by: Martin Jolly - Senior Electric Vehicle (EV) and Smart Transport Project Officer

Date: 07/05/2026

Service Unit Head approval with date:

Exceptional Performance Report

Please use this report to explain the reasons for performance meeting or exceeding target, what was achieved, why did it happen, and what the next steps are/could be. This report will make up part of the overall corporate performance report presented to Cabinet.

Indicator Description (taken from performance scorecard):

Increase the percentage of all major planning applications determined on time

AND

Increase the percentage of all non-major planning applications determined on time

2025/26 Q4 outturn:

Major – 100%

Non-Major – 92%

Quarterly Target:

Major – 80%

Non-Major – 92%

Reason for level of performance:

Q3 saw a drop in performance for Major applications primarily due to a focus on completing and issuing decisions for the oldest applications in the system. Some of these applications were in the system for years and the applicants were not willing to agree further extensions of time. The older applications are generally held up by very complex planning issues, and it takes a lot of officer time to resolve these and move the applications forward.

The time spent resolving associated issues with the older applications and issuing the decisions has allowed the team to focus on current applications. The dip in performance for Q3 whilst far from ideal has allowed for increased performance in Q4 as officers are able to focus on current applications and make decisions accordingly.

Performance for non-majors has increased slightly and is now on target. This is a result of seeing a settled planning department following an extensive recruitment drive over the past 2 years. Staff members dealing with non-majors have now gained more experience and are able to work more efficiently as a result leading to increased performance.

In addition, we have introduced a 'one amendment only' policy within the last quarter. This ensures that applications are dealt with in a timely manner rather than engaging in lengthy negotiations with numerous amendments submitted by applicants.

Actions/Next steps:

To ensure applications are issued within planning guarantee timescales so as to avoid more complex applications being 'stuck' in the system while these are attempted to be resolved.

Continue to apply the one amendment policy and invest in staff training to ensure high level of competency.

Learnings to share: Performance for Q3 was well below target but this was anticipated as a result of focusing on the older applications. This decision was made in the belief that there would be longer term benefits associated with clearing older applications which would then allow for increased performance moving forward.
Completed by: Jon Bishop Date: 12/05/2026
Service Unit Head approval with date:

Exception Performance Report

Please use this report to explain the reasons for performance not meeting target, the risks this presents in each of the sections and the actions and intervention planned or in place to improve performance and mitigate the risks identified.

This report will make up part of the overall corporate performance report presented to Cabinet.

Indicator Description (taken from performance scorecard):

Increase enforcement outcomes relating to street-based ASB

2025/26 Q4 outturn: 946

Quarterly Target: 1,926

Reason for level of performance:

Street based enforcement stats Q4:

Number of CSAS incidents attended: 560

Number of alcohol seizures: 2

Number of dispersals: 297

Early intervention notices: 1

Support referrals: 26

Number of closures: 3

Number of Anti-Social Behaviour Injunction: 5

Number of Community Protection Warning: 23

Number of Community Protection Notice: 3

Vulnerable Victim Assessments: 23

Case Reviews: 3

There has been a reduction in staff numbers since this period last year, however, figures for the quarter are strong, showing a robust approach to street related anti-social behaviour. The enforcement outcomes show a lack of escalated behaviours and successful formal warnings being applied, but robust action where required.

The same quarter from 24/25 between 9.6FTE- 11.6 FTE in post. This year in Q4 there were 3.6FTE that moved on from the role within the quarter. Total staff at the beginning of Q4 was 7.6FTE, current staff are 4FTE, with recruitment to vacant roles in progress.

Summary of financial implications:

n/a

Summary of legal implications:

n/a

Summary of human resources implications:

n/a

Summary of sustainability impact:

n/a
Summary of public health implications:
n/a
Summary of equality implications:
n/a
Actions taken or planned to improve performance:
New corporate performance measures are being proposed to the Strategy Board for Q1 26/27 onwards, these measures will be less reliant on fluctuating staffing levels and give a more consistent picture of ASB levels and associated enforcement. Recruitment in progress to vacant posts.
Completed by: Sophie Sajic Date: 27/4/26
Service Unit Head approval with date:

Exception Performance Report

Please use this report to explain the reasons for performance not meeting target, the risks this presents in each of the sections and the actions and intervention planned or in place to improve performance and mitigate the risks identified.

This report will make up part of the overall corporate performance report presented to Cabinet.

Indicator Description (taken from performance scorecard):

Increase the total number of sustainable passenger trips in the BCP area per year

2025/26 Q4/year-end outturn: 24.52M

25/26 Annual Target: 27.71M

Reason for level of performance:

This indicator is measured by the number of trips undertaken on local bus services (passengers boarding in the BCP area). The target is set by the Enhanced Partnership (EP) Board and is reviewed on a quarterly basis. Bus patronage declined significantly during the C-19 pandemic. Numbers recovered significantly in the years to 2024/25 but has now plateaued. As a result, the target set for 2026/27 was not achieved.

Whilst the council has an influence on bus patronage, it is also dependent on external factors including the economy and even the weather. The cost of living remains an issue both in terms of influencing travel demand for discretionary spending - leisure and entertainment as well the actual cost of bus fares. The very wet winter evident in this 4th quarter period will not have helped generate additional bus journeys.

The main Bournemouth station to town centre bus priority scheme, funded through the Bus Service Improvement Plan (BSIP), will be delivered during 2026/27. The priority provided to buses on this high frequency bus corridor and the enhanced passenger facilities such as shelters and information provision when complete are expected to attract more bus passengers. There is likely to be a negative impact on bus patronage, however, during the actual construction period, and other works across BCP on the road network could further affect the numbers travelling by bus.

After the flagship scheme of the BSIP is delivered, punctuality and reliability of bus services between Bournemouth station and town centre will improve with a positive effect on the entire network. This is predicted to reverse the existing slight decline in passenger numbers. Following a longer-term government funding settlement (Local Area Bus Grant), further improvements will be delivered to improve the operating environment for bus services which should support an improved bus network with higher passenger numbers.

Summary of financial implications:

None

Summary of legal implications:

None

Summary of human resources implications:

None

Summary of sustainability impact:

Slight – increasing bus travel contributes to a more sustainable transport network. If passenger numbers are reducing slightly then sustainability is affected.
Summary of public health implications:
None
Summary of equality implications: Improving the bus network has equality related benefits as more women, girls, much younger and older people tend to use buses more. Measures to improve the bus network are on-going and the slight reduction in numbers is likely more related to economic factors rather than delivery of improvements as part of the BSIP.
Actions taken or planned to improve performance:
The BCP Enhanced bus Partnership continues to be the means that progress of our BSIP is delivered and monitored. Future funding is now secured through the Local Area Bus Grant to enable continued improvement to the BCP bus network. It is critical that proposed new schemes are supported by the council and our transport policies are used to frame the on-going measures set out to deliver better bus passengers and increase the number of residents and visitors using them.
Completed by: Richard Barnes (Senior Transport Planner) and John McVey (Sustainable Transport Manager) Date: 11/05/26
Service Unit Head approval with date:

Exception Performance Report

Please use this report to explain the reasons for performance not meeting target, the risks this presents in each of the sections and the actions and intervention planned or in place to improve performance and mitigate the risks identified.

This report will make up part of the overall corporate performance report presented to Cabinet.

Indicator Description (taken from performance scorecard):

Increase the number of assets transferred to communities

2025/26 year-end outturn: 0

Year-end Target: 6

Reason for level of performance:

Community Asset Transfers (CATs) help local community groups take over and manage council buildings and spaces, so they can continue providing valuable services and activities for local people. The measure is intended to demonstrate progress in transferring appropriate council assets into community management where there is a robust business case and clear community benefit.

Performance against this measure has remained lower than originally anticipated during 2025/26, with the overall number of completed transfers remaining relatively static for over a year. However, this does not reflect a lack of activity. The CAT process is complex, resource-intensive and often lengthy due to the legal, property, governance and financial considerations that must be resolved before a transfer can complete. There is also no mechanism to quantify social value. Many transfers involve buildings with existing occupational arrangements, shared use considerations, repair liabilities, long-term sustainability assessments and due diligence requirements to ensure that assets are transferred responsibly and in a way that protects both community benefit and the Council's interests.

Two transfers have now completed:

- Hengistbury Head Outdoor Education Centre completed in February 2025.
- Embassy Youth Club, Brassey Road completed on 23 April 2026 (this will be reflected in Q1 26/27 data).

In addition, several applications are progressing through various stages of the process:

- Henry Brown Centre, Cunningham Crescent, Bournemouth – proceeding to lease.
- Townsend Youth Club, Throop Road, Bournemouth – Stage 1 application submitted and under review.
- Broadstone Youth Club, Moor Road, Broadstone – progressing through agreement arrangements following the transfer of the asset to Education. Winchelsea School will assume management of the building to support expansion of SEND provision, alongside a licence agreement for continued and expanded community use.
- Broadstone Football Club – progressing to lease.
- Access Dorset, Littledown – progressing to lease.
- Branksome Triangle, Branksome – application not progressed as the site is identified as strategic land and therefore exempt from the CAT process.

The pace of progress has been affected by several factors. These include the complexity of legal and property negotiations, the requirement for appropriate governance and financial assurance from applicant organisations, limited specialist capacity across BCP Council Estates and Legal services, and the need to balance community aspirations with wider strategic use of assets. Feedback from community organisations has also identified that processes can feel difficult to navigate and that communication and expectations have not always been sufficiently clear.

The Council recognises that elements of the current policy and process require refinement. A review of the CAT Policy is therefore underway, with proposed improvements including clearer guidance documentation, updated process maps and frequently asked questions to provide greater transparency for applicants and improve understanding of the stages involved. This is intended to reduce delays, improve consistency and support community organisations through the process more effectively.

The review is also considering several wider strategic issues that have emerged through live cases, including:

- clarifying the Council's position regarding freehold versus leasehold arrangements;
- determining when the CAT process is appropriate compared with standard lease renewal arrangements;
- improving governance, oversight and decision-making routes;
- strengthening corporate co-ordination across services involved in transfers;
- improving visibility of future CAT opportunities available to community organisations; and
- the introduction of service agreements, in addition to new leases.

The Council is also reviewing how information on building condition and asset requirements can be shared earlier in the process to help community organisations develop stronger and more realistic business cases.

Whilst completed transfer numbers remain below target, progress is being made in strengthening the overall framework that supports Community Asset Transfers. The current pipeline demonstrates ongoing demand and activity, and it is expected that several schemes presently in development will complete by the end of the 2026/27 financial year. The focus is therefore on ensuring that transfers are deliverable, sustainable and aligned with both community benefit and the Council's wider strategic objectives, rather than progressing transfers at pace without sufficient due diligence or long-term viability.

Summary of financial implications:
n/a
Summary of legal implications:
n/a
Summary of human resources implications:
n/a
Summary of sustainability impact:
n/a

Summary of public health implications:
n/a
Summary of equality implications:
n/a
Actions taken or planned to improve performance:
As above
Completed by: Miles Phillips, Head of Estates Date: 10.06.26
Service Unit Head approval with date:

Exception Performance Report

Please use this report to explain the reasons for performance not meeting target, the risks this presents in each of the sections and the actions and intervention planned or in place to improve performance and mitigate the risks identified.

This report will make up part of the overall corporate performance report presented to Cabinet.

Indicator Description (taken from performance scorecard):

Increase the number of both completed new affordable and social rented homes

2025/26 year-end outturn: 36

Year-end Target: 100

Reason for level of performance:

27 new Council owned homes (for social rent) completed on 20th March. Overall, 36 homes completed in 2025-2026 financial year, which is below the target of 100 homes.

The 110-home development at Hillbourne in Poole has been delayed in the construction phase and was due to complete in March 2026. Delays have been caused by inclement weather leading to difficult ground conditions on site which impacted on the sub-structure programme. Homes are targeted to complete in Phases from July through to September 2026. The deliverability of sites overall has been impacted by viability and planning timescales and requirements. To improve conditions for development, affordable housing grant has been secured for delivery of schemes included Templeman which completed this year following it stalling in 2021 and Hawkwood Road which will commence works in 2026/2027. The pipeline programme is set out below and we continue to build a funded proposition with Homes England.

Summary of financial implications:

All grant which was due to be claimed has been secured. A business case was submitted to Homes England to support a reforecast of the Hillbourne practical completion milestones. This successfully secured an extension after March 2026 and aligned completion dates with the latest position from the developer. Given the potential financial implications for the Council due to homes not completing in March 2026, Homes England allowed an interim milestone for an additional payment in January 2026 ahead of final payment on the revised completion dates.

Summary of legal implications:

None.

Summary of human resources implications:

None.

Summary of sustainability impact:

None.

Summary of public health implications:

None.

Summary of equality implications:

None

Actions taken or planned to improve performance:
The HRA 30-year business plan has identified funding for 937 homes, of which 31 have already been delivered (plus 5 homes in the general fund in 2025/26) and 110 homes at Hillbourne in 2026/27. The balance of 680 homes required will target 85 homes per year from 2027/28 until 2034/35. A new 5-year development programme is under development to allow further schemes/sites to be brought forward and be submitted for planning permission. Financial viability challenges remain caused by higher interest rates and build costs. Homes England have launched a new grant programme for 2026-2036, which will allow new grant funding for delivery and assist financial viability. • 17 homes have planning permission secured for sites yet to gain financial approval to proceed. • 8 homes at Surrey Road are under construction and will complete in August/September 2026. • 110 homes at Hillbourne are under construction and will complete in July-September 2026. • 68 homes at Hawkwood Road are under contract and will commence in August 2026 with completion in August 2028. • 115 Homes at Constitution Hill, Poole will be submitted for planning permission during summer 2026. In the CNHAS (Council Newbuild Housing and Acquisition Strategy 2021-2026), 459 homes have been delivered – with an expected outturn of 577 homes by programme close later this year. Registered Providers (RPs) have delivered 389 homes up to March 2026 giving an overall delivery figure of affordable Homes across BCP as 848. The delivery of affordable homes expected in 2026/27 is 243 (118 BCP and 125 through RPs) which is a positive outcome from our partnership work with RPs.
Completed by: Jonathan Thornton (Head of Housing Delivery) Date: 08/05/2026
Service Unit Head approval with date: as above.

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CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	Risk Management - Children's Services
Meeting date	14 September 2026
Status	Public Report
Executive summary	This report updates councillors on the position of those corporate risks relating specifically to Children's Services.
Recommendations	It is RECOMMENDED that: Members of the Children's Services Overview and Scrutiny Committee note the update provided in this report relating to those corporate risks specific to Children's Services.
Reason for recommendations	To provide assurance that the corporate risks relating specifically to Children's Services are being managed effectively.
Portfolio Holder(s):	Councillor Richard Burton, Portfolio Holder for Children & Young People
Corporate Director	Aidan Dunn, Chief Executive
Report Authors	Fiona Manton Risk & Insurance Manager Rachel Gravett Director of Commissioning, Resources and Quality
Wards	Council-wide
Classification	For Update and Information

Background

1. To provide an overview of the two Corporate Risks specific to Children's Services.
2. Members will be aware that risk can be broadly defined as the possibility that an action, issue or activity (including inaction) will lead to a loss or an undesirable outcome. It follows that risk management is about the identification, assessment and prioritisation of risks followed by co-ordinated control of the probability and impact of individual risks.
3. BCP Council has in place a Risk Management Policy. This provides the framework for the consideration of risk throughout the organisation. It supports effective governance and informed decision making.
4. As part of the arrangements, the council has in place a Corporate Risk Register. This register was established at the commencement of BCP Council and is routinely reviewed and reported on every quarter.

Corporate Risk Review

5. The Corporate Risk Register is the Council's record of risks that significantly affect the achievement of corporate priorities, statutory responsibilities, financial sustainability, service delivery, reputation, or safety and wellbeing.
6. The Corporate Risk Register:
 - Identifies the Council's most significant risks.
 - Assesses the likelihood and impact of those risks.
 - Records existing controls and future mitigation actions.
 - Allocates ownership and accountability.
 - Enables monitoring of changes in risk exposure over time.
 - Supports informed decision-making
7. In order to provide the committee with insight in terms of the approach to risk management, a summary of the process followed is shown at Appendix 1 of this report
8. To assist in the understanding of prioritisation of risk, the council's risk matrix and definitions is shown at Appendix 2.

Corporate Risk Register – Children's Services

9. In Children's Services, risk management is central to safeguarding children, meeting statutory duties, maintaining service quality and ensuring that resources are targeted where they have the greatest impact. The two corporate risks owned by Children's Services should be viewed alongside the wider operating context, including demand, complexity of need, workforce capacity, placement sufficiency, financial pressures, SEND pressures and partnership effectiveness. Effective oversight of these risks supports early identification of pressure, timely escalation, and assurance that mitigations are focused on improving outcomes for children, young people and families.

10. Enclosed at Appendix 3 to this report is the July update to these two risks as reported to the Audit and Governance Committee.
11. For completeness, it should be noted that most of the Corporate Risks, whilst not owned by Children's Services, do relate to or impact on them.
12. The Corporate Risk Register is a dynamic document, so the Committee is asked to note that the update provided is captured at a point in time.

Summary of legal implications

13. There are no direct legal implications from this report.

Summary of human resources implications

14. There are no direct human resources implications from this report.

Summary of sustainability impact

15. There are no direct sustainability implications from this report.

Summary of public health implications

16. There are no direct Public Health implications from this report.

Summary of equality implications

17. There are no direct equality implications from this report.

Summary of risk assessment

18. The risk management implications are set out within the content of this report.

Background papers

Risk Management – Corporate Risk Register Update Report to the Audit and Governance Committee on 30 July 2026.

Appendices

Appendix 1 - Summary of Risk Management Process
Appendix 2 - BCP Council's Risk Matrix and Definitions
Appendix 3 - Full Risk Details

BCP Council - Risk Management

Identify Risks	Evaluate Risks	Treat Risks	Review Risks																																						
Process to be integrated into council business as usual and considered by all business areas RISK is the effect of uncertainty on objectives. Risk is usually expressed in terms of causes, potential events, and their consequences. Risk management is the planned approach and should consider the following: - Those which threaten the achievement of our objectives - Those which go against our values - Those relating to the legal and regulatory frameworks we work within - Those relating to our own policy and internal control framework Consider what could go wrong or what more could we achieve?	Combination of the impact and likelihood of an event and its consequences (Gross or Inherent risk) <table><tr><td colspan="2"></td><th colspan="4">THREATS</th></tr><tr><td rowspan="5">Likelihood</td><td>Almost Certain (4) >90%</td><td>4</td><td>8</td><td>12</td><td>16</td></tr><tr><td>Likely (3) 60-90%</td><td>3</td><td>6</td><td>9</td><td>12</td></tr><tr><td>Could Happen (2) 20-60%</td><td>2</td><td>4</td><td>6</td><td>8</td></tr><tr><td>Unlikely /Rarely (1) 0-20%</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td></td><td>Low (1)</td><td>Medium (2)</td><td>High (3)</td><td>Extreme (4)</td></tr><tr><td colspan="2"></td><th colspan="4">Impacts</th></tr></table> Red – High Risks, immediate action Amber – Medium priority, review current controls Green – Low priority, limited action, continue to review			THREATS				Likelihood	Almost Certain (4) >90%	4	8	12	16	Likely (3) 60-90%	3	6	9	12	Could Happen (2) 20-60%	2	4	6	8	Unlikely /Rarely (1) 0-20%	1	2	3	4		Low (1)	Medium (2)	High (3)	Extreme (4)			Impacts				Consider each risk and ask: - Can we reduce the likelihood? - Can we reduce the impact? Risk Responses: - Terminate (stop the activity or remove a risk cause) - Transfer (pass specific loss risk ownership to another party) - Treat (contain the risk at am acceptable level by the application of controls) - Tolerate (accept the risk) Consider the risk score after the risk responses have been considered. The revised combination of impact and likelihood and its consequences post current mitigations (Net or Residual risk) Devise contingencies and action plans to reduce the mitigated risks to an acceptable level.	Risk Registers - Record all identified risks, risk owners, risk evaluation, risk treatment and risk action plans - Regular monitoring as part of business as usual Council risk monitoring - Risk registers reviewed in Directorates quarterly - Challenge process via Risk Team - Regular reporting to CMB Council’s Enterprise Risks - Provides a framework and alignment of risk throughout the council Council’s Corporate Risks - Regular review by CMB - Quarterly review by Risk leads - Quarterly monitoring by Audit and Governance Committee - Aligned to appropriate Enterprise Risk
		THREATS																																							
Likelihood	Almost Certain (4) >90%	4	8	12	16																																				
	Likely (3) 60-90%	3	6	9	12																																				
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		Low (1)	Medium (2)	High (3)	Extreme (4)																																				
		Impacts																																							



Risk Scoring Matrix and Impact and Likelihood Scoring Definitions

THREATS					
Likelihood	Almost Certain (4) >90%	4	8	12	16
	Likely (3) 60 - 90%	3	6	9	12
	Could Happen (2) 20 - 60%	2	4	6	8
	Unlikely/ Rarely (1) 0 - 20%	1	2	3	4
		Low (1)	Medium (2)	High (3)	Extreme (4)
	Impacts				

Please see below for an explanation of impact and likelihood scoring definitions.

Impact of Risk

Impact Scoring Guidance

Threat (Negative) Impacts Scores		
1	Low	a) Potential financial loss of less than £200k b) Minor injury c) Minor legal/regulatory consequence d) Minor impact outside single objective/local system e) Internal adverse publicity, minor reputational damage/ adverse publicity f) Minor service disruption g) Minimal service user complaints
2	Medium	a) Potential financial loss of between £200k and £999,999 b) More serious injury c) Significant legal/ regulatory consequence d) Significant impact on objective/s, processes or systems e) Significant localised reputational damage f) Significant service disruption g) Multiple service user complaints
3	High	a) Potential financial loss of between £1m and £1,999,999 b) Major disabling injury c) Substantial legal/ regulatory consequence d) Substantial impact on objective/s, processes or systems e) Prolonged adverse local and national media coverage f) Substantial service disruption g) A substantial number of service user complaints
4	Extreme	a) Potential financial loss of over £2m b) Fatality and/or multiple injuries c) Major legal/regulatory consequence d) Major impact on corporate level objective/s e) Major/severe reputational damage/ national adverse publicity f) Central government interest/ administration g) Loss of all critical services for a significant period of time

Likelihood of Risk

Likelihood Scoring Guidance

Threat (Negative) Likelihood Score		
1	Unlikely/ Rare	a) 0 - 20% chance of occurrence b) 1 in 20 year event c) May occur only in exceptional circumstances d) Has never or very rarely happened before
2	Could Happen	a) 20 - 60% chance of occurrence b) 1 in 10 year event c) Is unlikely to occur but could occur at some time/in some circumstances
3	Likely to Happen	a) 60 - 90% chance of occurrence b) 1 in 5 year event c) Will probably occur at some time/in most circumstances
4	Almost Certain	a) Over 90% chance of occurrence b) Occurs on an annual basis c) Is expected to occur in most circumstances

Audit and Governance Committee – July 2026

Corporate Risk Register – Risk Table

Risk Ref	Risk Title	Net Risk Score	Target Risk Score	Risk Owner	Risk Status
CR27	We may fail to adequately address concerns around environmental impacts - cliff management/instability	16	12	Glynn Barton, Chief Operations Officer	Corporate Risk
CR23	Potential implications of the Dedicated Schools Grant financial deficit	16	8	Aidan Dunn, Chief Executive (Cathi Hadley, Corporate Director for Children's Services and Matt Filmer, Interim Director of Finance)	Corporate Risk
CR09	We may fail to maintain a safe and balanced budget for the delivery of services, and managing the MTFP	12	12	Matt Filmer, Interim Director of Finance	Corporate Risk
CR15	We may fail to have in place suitable talent attraction, retention and succession planning, staff wellbeing and support	12	12	Sarah Deane, Director of People and Culture	Corporate Risk
CR04	We may suffer a loss or disruption to IT Systems and Networks from cyber attack	12	9	Sarah Chamberlain, Director of IT and Programmes	Corporate Risk
CR20	Potential of climate change to outstrip our capability to adapt	12	8	Isla Reynolds, Director of Marketing, Comms and Policy	Corporate Risk
CR26	Risks associated with the availability of Generative Artificial Intelligence (GenAI)	9	6	Sarah Chamberlain, Director of IT and Programmes	Corporate Risk
CR18	We may fail to provide adequate customer interfaces	9	2	Matti Raudsepp, Director of Customer and Property Operations	Corporate Risk
CR02	We may fail to achieve appropriate outcomes and quality of service for children and young people including potential inadequate safeguarding	8	8	Cathi Hadley, Corporate Director for Children's Services	Corporate Risk
CR21	Impact of global events causing pressure on BCP Council & increase in service requirements	6	6	Kelly Deane, Director of Housing & Public Protection	Corporate Risk
CR28	We may fail to adopt a Bournemouth, Christchurch and Poole Local Plan	6	6	Glynn Barton, Chief Operations Officer	Corporate Risk

Risk Ref	Risk Title	Net Risk Score	Target Risk Score	Risk Owner	Risk Status
<u>CR25</u>	<u>We may be unable to effectively transform services to achieve efficiencies and improve service standards</u>	4	4	Corporate Management Board Collective	Corporate Risk
<u>CR16</u>	<u>Partnerships may not support delivery of the corporate strategy, objectives or priorities</u>	4	2	Isla Reynolds, Director of Marketing, Comms and Policy	Corporate Risk
<u>CR24</u>	<u>We may fail to adequately address concerns around community safety</u>	2	2	Rob Carroll, Director of Public Health & Communities	Corporate Risk
CR01	Failure to respond to the needs arising from a changing demography.	N/A	N/A	N/A	Risk removed Q4 2022
CR03	Failure to ensure adequate Information Governance – now Key Assurance – Information governance Board Risk	N/A	N/A	N/A	Risk removed Q2 2020
CR05	Failure to plan effectively for EU Transition	N/A	N/A	N/A	Risk Removed Q2 2020
CR06	Failure to adequately respond to an incident involving the activation of the emergency plan– now Key Assurance – Resilience Governance Board Risk	N/A	N/A	N/A	Risk Removed Q2 2020
CR07	Failure to provide adequate services as a result of an incident requiring a business continuity response– now Key Assurance – Resilience Governance Board	N/A	N/A	N/A	Risk Removed Q2 2020
CR08	We may fail to run a fair and open election/referendum	N/A	N/A	N/A	Risk Removed Q1 2026
CR10	Failure to deliver effective health and safety to protect staff, councillors including the public	N/A	N/A	N/A	Risk removed Q3 2020
CR11	Ability of the council to function and operate efficiently in the delivery of single services across the area of BCP	N/A	N/A	N/A	Risk removed Q1 2023

Risk Ref	Risk Title	Net Risk Score	Target Risk Score	Risk Owner	Risk Status
CR12	Failure to achieve appropriate outcomes and quality of service for young people	N/A	N/A	N/A	Risk removed Q4 2023
CR13	Failure to deliver the transformation programme	N/A	N/A	N/A	Risk removed Q4 2023
CR14	Continuity of Public Health arrangements for health protection	N/A	N/A	N/A	Risk removed Q3 2023
CR17	Risk to Reputation of Place & Council if summer arrangements are not managed	N/A	N/A	N/A	Risk Removed Q3 2022
CR19	We may fail to determine planning applications within statutory timescales, or within agreed extensions of time (EOT)	N/A	N/A	N/A	Risk Removed Q1 2025
CR22	Failure of local care market to meet increasing demand	N/A	N/A	N/A	Risk removed Q4 2023

AUDIT AND GOVERNANCE COMMITTEE

July 2026

CORPORATE RISK REGISTER UPDATE Q1 – 2026/27

1.1 Mitigation actions and significant changes this quarter are detailed below.

1.2 The table below is a key to arrow directions in relation to individual risk scoring.

RISK DIRECTION OF TRAVEL STATUS	
	Risk impact or likelihood has <u>increased</u> since last review.
	Risk impact or likelihood has <u>decreased</u> since last review.
	There is <u>no change</u> to the risk impact or likelihood

Risk CR23 – Potential implications of the Dedicated Schools Grant financial deficit

Risk Owner – Aidan Dunn, Chief Executive (Cathi Hadley, Corporate Director for Children's Services and Matt Filmer, Interim Director of Finance)

Cabinet Member ([BCP Council – Democracy](#)) – Councillor Mike Cox, Deputy Leader of the Council, Vice-Chair of Cabinet and Cabinet Member for Finance

Links to Corporate Objective(s):

Using our resources sustainably to support our ambitions

Risk Information

The ring-fenced Dedicated Schools Grant (DSG) in 2025/26 was budgeted at £405m and is provided to fund early years providers, schools, a small range of central services and provision for pupils with high needs. The high needs funding within that total was £64.5m with expenditure projected to be approaching double. A funding gap of £57.5m was budgeted and included in the estimated accumulated deficit for March 2026.

High needs funding has been reduced by £0.5m in-year to reflect the growth in the number of placements in the year since January 2024 for provisions hosted by the Department for Education. The adjustment is unusually high for 2025/26, reflecting the significant growth over 2024/25 in the number of children and adults up to age 25 in these provisions, with the number in specialist post-16 institutions doubling.

The final 2024/25 settlement for the DSG early years block to reflect the January 2025 census, was received in August 2025. This provided an additional £1.9m compared with the estimated clawback in the year end accounts. This was mainly due to funded places for children aged under two being higher than estimated.

At quarter three, the in-year deficit was projected at £70.3 with the cumulative deficit at £183.6m. The outturn position is an improvement in this position closing with an accumulated deficit for 2025/26 of £179.8m.

The final Local Government finance settlements for 2026/27 included the details of government financial support available for the historic and still accruing DSG deficit up to March 2028. This included:

- a. A new high needs stability grant, to cover 90% of the deficit as at the 31 March 2026. This grant is subject to the council securing government approval for a local SEND reform plan. This plan is to reflect the aspirations in the February 2026 Schools White Paper with submission required in June. If agreement is reached the grant will be paid during the autumn of 2026. It will be applied to the above accumulated deficit balance at 31 March 2026.
- b. There is an expectation that similar support will be given for further deficits that will arise in 2026/27 and 2027/28, although it was recognised that this support would not be unlimited.

The current accounting statutory override, which requires the council to hold a negative reserve (not normally permitted) for the DSG in its statutory accounts, will continue until the 31 March 2028. The government has indicated that there should not be further deficits beyond March 2028 because from 2028/29, funding to councils for SEND will increase to fully fund expected expenditure levels. Details are to be confirmed in the 2027 Spending Review for financial year 2028/29.

Risk Causes (definite situational facts affecting our objective) (please list):

Insufficient grant funding is provided to the council by the government with insufficient recognition of growing demand and high costs of provision.

Risk Impacts (contingent effect on objective) (please list):

Financial sustainability of the council, including insufficient cash flow to meet normal service expenditure with further risk of illegality from the need to borrow to meet revenue expenditure to maintain appropriate levels of statutory services.

Risk Categories (for impacts) – please [see pages 2-5 of this guidance](#) – choose all that apply in either Service or Corporate Categories whichever fits best:

- **Economic** – inability to meet financial commitments
- **Legal** - breach of regulations that prohibit borrowing for revenue expenditure
- **Resources** – impact on other areas of the council (capital and revenue) as expenditure is limited to preserve cashflow.
- **Reputation** – lack of confidence in the ability of the council to manage its financial affairs as indicated by the issue of a S114 notice (effective bankruptcy).

Gross Risk Score – this is the rating of a risk as if there were no mitigations in place:

Assessment Level	Impact (I)	Likelihood (L)	Risk Score (IxL)	Risk Matrix	Movement during Quarter
Gross Score	4	4	16		

Mitigations in Place & Completed Actions

Cabinet Report: December 2024: Assessing the serious cashflow issue caused by ever-increasing demand and cost outstripping High Needs Dedicated Schools Grant government funding. Set out not just the background and context of the issue but all the activity including that of the Chief Executive, Director of Finance, Leader and Local MPs in trying to draw attention to and resolve the issue.

Council Report: February 2025: Set out the conclusion and approach to be taken in drawing the 2025/26 Budget. This included the acknowledgement of both the External Auditor and CIPFA that temporary borrowing via Treasury Management powers was a pragmatic but not sustainable outcome.

14 February 2025: CIPFA published paper: Reforming SEND finance: meeting need in a sustainable system.

Cabinet Report: May 2025: Medium Term Financial Plan (MTFP) Update report. Reminded members of the risk and included a brief update on messaging from government.

Cabinet Report: July 2025: MTFP Update. Included letters from the Leader to the Secretary of State and Director of Finance to the Ministry of Housing, Communities and Local Government (MHCLG) setting out the ongoing concerns about the SEND deficit.

Cabinet Report: October 2025: MTFP Update. Provided details of a conversation with representatives of MHCLG further to the letter included in the July report.

Cabinet Report: December 2025: DSG High Needs Expenditure Forecast 2025/26. Seeking Council approval for a £14.3m in-year increase in the originally approved overspend and requests the Corporate Director of Children's Services implement deficit management measures.

Cabinet Report: December 2025: MTFP Update. Provided an update based on:

- 20 November 2025 Local Government Policy Statement. This included the statement that Government recognises local authorities are continuing to face significant pressure from the

impact of DSG deficits on their accounts and that these authorities will need continued support during the transition to a reformed SEND system. This will include working with local authorities to manage their SEND system and deficits. The statement referenced that the government would set out further details on its plans to support local authorities with historic and accruing deficits in the provisional 2026/27 local government finance settlement.

- b) 26 November 2025: National Autumn Budget. This sets out that the government are proposing that they will take over the responsibility for day-to-day funding of SEND from 1 April 2028 onwards, which is when the current statutory override ends. The current accumulated deficit and any further increase in the deficit between now and the 31 March 2028 will be retained by BCP Council with any support for these elements announced as part of the December 2025 provisional local government finance settlement for 2026/27.

Provisional Local Government Finance Settlement 2026/27: Conditions for accessing any support with historic and accruing deficits would be provided later in the settlement process with any such support linked to the submission and quality of a Local SEND Reform Plan to be completed within the two months after the release of the school's white paper early in 2026 and based on five principles:

- **Early.** Children should receive the support they need as soon as possible. Intervening upstream, including earlier in children's lives when this can have most impact, will start to break the cycle of needs going unmet and getting worse.
- **Local.** Children and young people with SEND should be able to learn at a school or college close to their home, alongside their peers, rather than travelling long distances from their family and community. Special schools should continue to play a vital role supporting those with the most complex needs.
- **Fair.** Every school education setting should be resourced and able to meet common and predictable needs, including as they change over time, without parents having to fight to get support for their children. Where specialist provision is needed for children and young people in mainstream, special or alternative provision, we will ensure it is there, with clear legal requirements and safeguards for children and parents.
- **Effective.** Reforms should be grounded in evidence, ensuring all education settings know where to go to find effective practice that has excellent long-term outcomes for children and young people.
- **Shared.** Education, health and care services should work in partnership with local government, families, teachers, experts and representative bodies to deliver better experiences and outcomes for all our children and young people.

Risk Response Strategies

Please indicate all strategies which are being utilized in the management of this risk:

	Chosen strategy/ies:
Termination: It is impossible to remove or eliminate all risk from an undertaking, but it is possible to avoid a particular identified cause.	Not possible to eliminate the funding gap through reduced expenditure as there are statutory requirements. Strategy is to secure additional DSG grant.
Transfer: Transfer does not change the risk directly but involves others in its management. The risk transfer strategy aims to pass ownership and/or liability for a particular threat to another party nearly always for payment of a risk premium. This strategy rarely transfers the 'whole' risk. Risk transfer falls into two groups: financial instruments and contractual arrangements.	Not possible - the solution must be additional funding or a completely redesigned system.
Treat: By far the greatest number of threat risks will be treated in this way. The purpose of risk treatment or mitigation is to contain the risk at an acceptable level.	The service are implementing a management plan to build and address sufficiency as appropriate.
Tolerate/accept: There may be limited ability to do anything about some risks, or for a limited number of minor threats the cost of taking action may be disproportionate to the potential benefit gained. In these cases, the most appropriate response may be to tolerate or accept the risk.	No – it cannot be tolerated, and government have to deliver a solution.

Net risk Score – this is the rating of a risk with current mitigations in place

Assessment Level	Impact (I)	Likelihood (L)	Risk Score (IxL)	Risk Matrix	Movement during Quarter
Net Score	4	4	16		

All Significant Actions to Achieve Proposed Target Risk Score:

Please confirm the overall target score **expected completion date** and list all the significant actions required to achieve this score and **when they are each individually due to be completed**.

		Due Date/s:
Overall Target Score Expected Completion Date:		
List All Significant Actions Below:		
Action 1:	Continue to reflect on good practice examples of how any annual deficit can be kept to a minimum.	Ongoing
Action 2:	Monitor activity and statements delivered by the government	Ongoing
Action 3:	Local SEND Reform Plan	May 2026
Action 4:		

Target Risk Score – this is projecting forward to what the scoring of a risk will be when further actions or mitigations have been completed and are in place

Assessment Level	Impact (I)	Likelihood (L)	Risk Score (IxL)	Risk Matrix	Movement during Quarter
Target Score	4	2	8		

Quarter Update

Progress has continued this quarter in strengthening the council's strategic response to the Dedicated Schools Grant deficit, with a clear focus on both local mitigation and national engagement.

The Local SEND Reform Plan has been developed for submission in line with government expectations, setting out a comprehensive programme to improve sufficiency, reduce reliance on high-cost placements and deliver earlier, more inclusive support in mainstream settings.

Locally, management actions to control in-year expenditure and improve demand management are being implemented, alongside continued scrutiny through budget monitoring and governance arrangements.

Nationally, active engagement with government departments and sector partners has continued to seek clarity on future funding arrangements and support for historic deficits, pending the anticipated reforms to the SEND system and wider funding framework.

While these actions represent important progress, the underlying financial pressure and structural mismatch between demand and funding remain unchanged, and the risk to the council's financial sustainability continues to be significant.

Direction of Travel

Please provide a commentary on the direction of travel of the risk. It is appreciated risks may not change enough in a quarter to warrant a change to the scoring but please provide a direction of travel for the risk and provide an explanation against each assessment level.

Assessment Level	Direction of Travel during Quarter (please indicate: the same, increased, decreased)	Explanation
Gross Score		
Net Score		
Target Score		

Target Risk Score – this is projecting forward to what the scoring of a risk will be when further actions or mitigations have been completed and are in place

Assessment Level	Impact (I)	Likelihood (L)	Risk Score (IxL)	Risk Matrix	Movement during Quarter
Target Score	4	3	12		

Risk CR02 - We may fail to achieve appropriate outcomes and quality of service for children and young people including potential inadequate safeguarding

Risk Owner – Cathi Hadley, Corporate Director for Children's Services

Cabinet Member ([BCP Council – Democracy](#)) – Councillor Richard Burton, Cabinet Member for Children, Young People, Education and Skills

Links to Corporate Objective(s):

- High quality of life for all, where people can be active, healthy and independent
- Working together, everyone feels safe and secure
- Those who need support receive it when and where they need it
- Skills are continually developed, and people can access lifelong learning
- Intervening as early as possible to improve outcomes
- Working closely with partners, removing barriers and empowering others
- Providing accessible and inclusive services, showing care in our approach

Risk Information

Corporate Context

Safeguarding is the responsibility of all councillors and corporate officers, and this is reflected in the Corporate Safeguarding Strategy which was agreed by Cabinet in September 2025.

BCP Local Area Partnership had an Ofsted and Care Quality Commission (CQC) area SEND (Special Educational Needs and Disabilities) inspection in November 2025 which has recognised strengthened leadership, improved partnership working and clear evidence of progress since the previous inspection in July 2021, while also confirming that partners must continue to work jointly to secure consistently strong experiences and outcomes for children and young people with SEND and to update the strategic plan accordingly. The Statutory Direction has been lifted, and Bournemouth, Christchurch and Poole Children's Services and the Local Area Partnership are now working under a Statutory Improvement Notice.

BCP Council Children's Services had an ILACS inspection (an Inspection of Local Authority Children's Services) in December 2024 and achieved a Good rating from Ofsted. This acknowledges that children's services provide:

Quality of education and care:

Children's services rated as "good" provide a good standard of education, care, and support for children.

Effective safeguarding:

Safeguarding practices are deemed to be effective, meaning children are protected from harm and their welfare is prioritized.

Positive impact on children and families:

The services have a positive impact on the lives of children, young people, and their families, with evidence of sustained improvement.

Partnerships

BCP Council must ensure that it is working with all partners in the most effective way to identify, assess and respond to safeguarding issues, and those which cut across Children's, Adults' and Community Safety. BCP Council does this through various boards: the Pan Dorset Safeguarding Partnership, BCP Children's Safeguarding Board and Community Safety Partnership, Children and Young People's Partnership Board and the SEND and AP (Alternative Provision) System Leadership Board being examples.

Communities

Key consideration for the Communities directorate in discharging the range of duties provided across a range of services, community safety and domestic abuse.

Children's Services

There is an increase in demand for services and in the complexity of need in children and young people presenting to Children's Services across Children's Social Care and Education and Skills. This is placing demand on resources and budgets. For example, there is an increase in the number of children with complex needs placed in residential care which creates additional pressure on the Children's Service's budget; providers also increase their costs and there is an increase in Education, Health and Care Assessments.

There is a shortage of Children's Services social workers nationally, which means that there is a reliance on agency staff which puts pressure on budgets and can affect the continuity and consistency of service to our children and young people. Whilst there has been significant progress in stabilising the workforce, the Pay and Reward programme has had an impact on recruitment of permanent staff, and the national Memorandum of Understanding has impacted on our ability to attract agency staff.

In addition, changes within the Health system Integrated Care Board landscape, including the move towards wider strategic commissioning arrangements and reduced running costs, create a risk of reduced local capacity and slower decision-making across areas of joint responsibility. For BCP Council, this has the potential to impact pace and grip across SEND, therapeutic support, and wider joint commissioning activity with health partners, making strong partnership governance and clear accountability increasingly important.

Risk Causes (definite situational facts affecting our objective) (please list):

- Lack of collaboration with partners
- Shortage of staff and staff capacity
- Insufficient specialist local and national placements from both in-house and external provision which also drives up the cost of placements
- Failure to deliver safe service to children and families as per the findings of the Ofsted ILAC inspection December 2024 and the Care Quality Commission/Ofsted SEND Inspection November 2025
- Poor identification and management of risk across the service and partnership.

Risk Impacts (contingent effect on objective) (please list):

- Victims, death or serious injury
- Children and Young People being placed further away from networks
- Delays in finding suitable homes
- Poor performance assessment
- Poor staff morale and further retention issues
- Litigation costs and failure to meet legislative requirements
- Council-wide economic impact with more children being placed out of borough and additional budget pressure
- Adverse media coverage - damaged reputation/public image.

Risk Categories (for impacts) – please [see pages 2-5 of this guidance](#) – choose all that apply in either Service or Corporate Categories whichever fits best:

Customer, physical, legislative, resource, social, contractual, political, reputation

Gross Risk Score – this is the rating of a risk as if there were no mitigations in place:

Assessment Level	Impact (I)	Likelihood (L)	Risk Score (IxL)	Risk Matrix	Movement during Quarter
Gross Score	4	4	16		

Mitigations in Place & Completed Actions

Children's Directorate

- Continued focus on the SEND improvement journey to ensure core services are safe for vulnerable children and young people.
- Since the Good Ofsted rating and removal of Children's Social Care Statutory Intervention the governance for Children's Social Care has been reviewed and new accountability structures put in place, a new development plan has been put in place to drive forward the service in place of an Improvement Plan.
- The strongest mitigation is to have the capacity and resources to meet the rising demand of need across the services and to have the assurance of the quality of practice through quality assurance frameworks and governance processes.
- Robust governance is in place to ensure that improvement continues at pace in SEND.
- Partners have launched the Children and Young People's Partnership plan which clearly identifies the shared priorities for delivering improved services for our children, young people and families.
- There is a SEND and AP System Leadership Board which holds service, council and partners accountable for the delivery of improvements identified in the improvement plan.
- Department for Education (DfE) Improvement Officers continue to oversee and support the improvement of services as identified in the Statutory Notices to Improve from the Secretary of State for SEND.
- Education Services are subject to termly Ofsted Monitoring meetings which oversee improvement and hold the service accountable for meeting statutory standards.
- A Quality Assurance Framework has been embedded into Children's Social Care practice giving the assurance that practice standards are maintained or improving. Governance processes introduced in 2022 continue to review practice and give increasing assurance that children are safeguarded. Ofsted in their ILACs Inspection 2024 confirmed that Children in Bournemouth, Christchurch and Poole are safeguarded.
- Scheme of Delegation reviewed and updated for Children's Services.
- Monthly budget management meetings between Finance and budget holders.
- Financial accountability is held at Senior Leadership Team and Children's Strategic Transformation Board through reporting by the Finance Manager.
- Ensure the BCP Council model of corporate support services and systems is fully conducive to the children's improvement journey.

Risk Response Strategies

Please indicate all strategies which are being utilized in the management of this risk:

	Chosen strategy/ies:
Termination: It is impossible to remove or eliminate all risk from an undertaking, but it is possible to avoid a particular identified cause.	
Transfer: Transfer does not change the risk directly but involves others in its management. The risk transfer strategy aims to pass ownership and/or liability for a particular threat to another party nearly always for payment of a risk premium. This strategy rarely transfers the 'whole' risk. Risk transfer falls into two groups: financial instruments and contractual arrangements.	
Treat: By far the greatest number of threat risks will be treated in this way. The purpose of risk treatment or mitigation is to contain the risk at an acceptable level.	✓
Tolerate/accept: There may be limited ability to do anything about some risks, or for a limited number of minor threats the cost of taking action may be disproportionate to the potential benefit gained. In these cases the most appropriate response may be to tolerate or accept the risk.	

Net risk Score – this is the rating of a risk with current mitigations in place

Assessment Level	Impact (I)	Likelihood (L)	Risk Score (IxL)	Risk Matrix	Movement during Quarter
Net Score	4	2	8		

All Significant Actions to Achieve Proposed Target Risk Score:

Please confirm the overall target score **expected completion date** and list all the significant actions required to achieve this score and **when they are each individually due to be completed**.

		Due Date/s:
Overall Target Score Expected Completion Date:		
List All Significant Actions Below:		
Action 1:	Deliver on the SEND and Alternative Provision Improvement Plan	2026
Action 2:	Deliver on the Education Improvement plan	June 2026
Action 3:	Deliver on the new Children's Social Care Development Plan	April 2027
Action 4:	Sufficient suitable accommodation available for our care-experienced young people and placement choice of good quality locally for children in care	October 2028

Target Risk Score – this is projecting forward to what the scoring of a risk will be when further actions or mitigations have been completed and are in place

Assessment Level	Impact (I)	Likelihood (L)	Risk Score (IxL)	Risk Matrix	Movement during Quarter
Target Score	4	2	8		

Quarter Update

Continued progress this quarter has strengthened safeguarding practice, leadership oversight and governance across Children's Services, building on the established 'Good' Ofsted position.

Children's Services has focused on embedding consistent practice and maintaining strong performance oversight, with regular review through senior governance structures.

Key pressures remain in SEND demand and wider system capacity. Delivery of the Local SEND Reform Plan and strengthened financial and demand management arrangements are key mitigating actions.

A local area partnership inspection was conducted in November 2025 and resulted in an Ofsted CQC inspection outcome grade 2: inconsistent delivery of services. However, it was recognised by inspectors that there had been significant improvements since the inspection in June 2021. In recognition of the improvements the DfE have stood down the DfE advisor role and dissolved the SEND Improvement Board. This has been replaced by the SEND and AP System Leadership Group jointly shared between Children's Services and Health.

Pressures remain in Children's Social Care due to the complexity of care required for Children and Young people entering care and the increase in demand against the lack of sufficient local suitable placements. Recruitment and retention of experienced permanent social workers continue to be challenging, which can affect continuity for children and families and place additional strain on budgets. The statutory agency social worker rules introduced nationally are intended to reduce over-reliance on agency staffing over time, but in the short term they continue to affect local flexibility in a highly competitive labour market.

Overall, the risk remains stable with improved controls, though demand, complexity and system pressures continue to present ongoing risk to outcomes.

Direction of Travel

Please provide a commentary on the direction of travel of the risk. It is appreciated risks may not change enough in a quarter to warrant a change to the scoring but please provide a direction of travel for the risk and provide an explanation against each assessment level.

Assessment Level	Direction of Travel during Quarter (please indicate: the same, increased, decreased)	Explanation
Gross Score		Improved SEND inspection outcome
Net Score		
Target Score		

CABINET



Report subject	SEND Reform Plan
Meeting date	30 September 2026
Status	Public Report (with Exempt Appendix)
Executive summary	Bournemouth, Christchurch and Poole Council, working with NHS Dorset and wider local area partners, submitted its Local SEND Reform Plan to the Department for Education in June 2026. The Plan sets out a three-year roadmap to improve outcomes for children and young people with SEND, strengthen inclusive mainstream provision, improve family confidence and support the long-term sustainability of the High Needs Block. The Plan is underpinned by co-production with children, young people, parents, carers and practitioners, a local partnership maturity assessment, an Inclusive Place Sufficiency Strategy, an Experts at Hand partnership model and a clear Theory of Change. It responds to increasing demand, including sustained growth in Education, Health and Care Plans, whilst building on BCP's strengths and improving partnership arrangements. A key component of delivery is the introduction of a Targeted Cluster Funding Model, funded through £1.5m per annum from the High Needs Block, to support earlier intervention, inclusion and prevention activity. The Children's Services Overview and Scrutiny Committee considered the proposed approach at their meeting on 14 September 2026.
Recommendations	It is RECOMMENDED that Cabinet: (a) Notes the BCP Local SEND Reform Plan and supporting appendices submitted to the Department for Education in June 2026; (b) Endorses the strategic direction set out within the Plan, including: i. strengthening inclusive mainstream provision; ii. implementation of the Experts at Hand model;

	iii. delivery of the Inclusive Place Sufficiency Strategy and associated capital programme; and iv. continued development of co-production and partnership working. (c) Supports the implementation of the Targeted Cluster Funding Model, including the proposed allocation of £1.5m per annum from the High Needs Block to support earlier intervention, inclusion and prevention activity across locality clusters; and (d) approves the continued delivery of the SEND Reform Plan and its associated investment priorities as part of BCP's wider programme to improve outcomes for children and young people and support long-term High Needs Block sustainability.
Reason for recommendations	The SEND Reform Plan provides a coherent three-year roadmap to improve outcomes for children and young people with SEND through earlier intervention, stronger inclusion, improved partnership working and increased local capacity. The recommendations support implementation of the Plan and the key delivery mechanisms required to achieve its objectives, whilst responding to increasing demand and financial pressures within the SEND system.
Portfolio Holder(s):	Cllr Richard Burton, Portfolio Holder for Children and Young People
Corporate Director	Juliette Blake, Interim Corporate Director of Children's Services
Report Authors	Lisa Linscott, Director of Education and Skills
Wards	Council-wide
Classification	Decision

Background

1. The Department for Education's SEND and Alternative Provision reforms require local area partnerships to develop and submit Local SEND Reform Plans setting out how they will strengthen inclusion, improve outcomes and deliver a more sustainable system for children and young people with SEND.
2. BCP Council, NHS Dorset and partner organisations submitted the BCP Local SEND Reform Plan in June 2026 following an extensive programme of engagement and co-production with children and young people, parents and carers, schools, colleges, health services and practitioners. The Plan is founded on the shared local ambition: "We belong. We're listened to. We can thrive."

3. The Reform Plan builds on positive progress already achieved locally, including strengthened partnership arrangements, improving lived experience for children and families, expanded inclusion activity and the development of a shared improvement framework. The Plan also recognises that children, young people and families continue to experience variability in outcomes and support.
4. A key challenge for BCP, as for many local authorities nationally, is the significant and sustained increase in demand for SEND support. The local area has experienced continued growth in Education, Health and Care Plans, alongside increasing demand for specialist placements and alternative provision. These trends place increasing pressure on the High Needs Block and on the wider SEND system.
5. The Reform Plan therefore seeks to move the system towards one that identifies and responds to need earlier, supports more children successfully within mainstream settings, strengthens workforce confidence and improves value for money through preventative approaches.

Purpose of this Report

6. This report provides an overview of the BCP Local SEND Reform Plan and its key delivery mechanisms.
7. The report is deliberately framed as a strategic update on BCP's SEND reform programme rather than solely as a report on the submission of a Department for Education plan. The central issue for members is how BCP intends to improve outcomes, strengthen inclusion and support the long-term sustainability of the High Needs Block.

Key components of the Reform Programme - Experts at Hand

8. A central element of the Reform Plan is the development of the BCP Experts at Hand model. This locality-based, multi-agency approach will provide schools and settings with access to specialist expertise, coaching, training and consultation. The model is intended to strengthen inclusive practice, support earlier intervention and build capacity within settings rather than create dependency on specialist services. Delivery of the first phase of the model is supported by £2,487,876 of Department for Education SEND Reform funding received for 2026/27.
9. The Experts at Hand model will include clear access arrangements, locality-based clusters, a consistent point of contact for settings and multi-agency input across education, health and wider services. It is a core mechanism for shifting the system from a referral-led model towards proactive, preventative and capacity-building support.
10. Whilst Experts at Hand provides access to specialist expertise, advice, coaching and workforce development, it does not in itself provide flexible funding for earlier intervention. The proposed Targeted Cluster Funding Model is therefore a complementary component of the reform programme. Together, the two approaches are intended to strengthen both the capacity and capability of mainstream settings to meet need earlier and more effectively, reducing reliance on statutory and specialist interventions where appropriate.

Inclusive Place Sufficiency Strategy

11. The Reform Plan is supported by BCP's Inclusive Place Sufficiency Strategy, which introduces a whole-system approach to planning education, SEND and alternative provision places from early years through to adulthood. The strategy is designed to ensure that children and young people can access the right support, in the right place and as close to home as possible.
12. The supporting three-tier capital programme prioritises:
 - inclusion as the default through mainstream adaptation;
 - expansion of targeted inclusion bases in mainstream settings; and
 - specialist provision where needs cannot appropriately be met through mainstream provision or targeted bases.
13. This approach supports the wider reform ambition by strengthening local pathways, reducing reliance on out-of-area and high-cost provision where possible, and aligning place planning with inclusion and financial sustainability.

Co-production and partnership working

14. The Reform Plan has been developed through extensive co-production activity involving children and young people, families and practitioners. Children and young people, parents and carers, schools, colleges, health, social care, early help, commissioning and wider partners have helped shape the vision, priorities and delivery model.
15. This approach will continue through implementation so that delivery remains responsive to local need, lived experience and practitioner insight. The Plan also builds on the Local Partnership Maturity Assessment, which was completed through a robust and honest partnership process and signed off through local SEND and AP partnership governance.

Targeted Cluster Funding Model

16. A key priority for implementation is the introduction of a Targeted Cluster Funding Model. Whilst the Experts at Hand model provides access to specialist expertise and support, the Targeted Funding Model provides schools and locality partnerships with flexible resources to respond to identified needs and implement early intervention strategies. Together they form a core part of BCP's approach to strengthening inclusion and preventing escalation.
17. This is a practical delivery mechanism for moving support earlier in a child's journey and enabling schools and partners to respond flexibly to emerging needs before statutory processes are required.
18. The model proposes allocating £1.5m per annum from the High Needs Block through locality-based school clusters, aligned with the Experts at Hand model and wider SEND reform activity. The funding would support earlier intervention, inclusive practice, prevention activity and targeted support within mainstream settings.
19. The approach is designed to:
 - improve outcomes for children and young people;
 - strengthen inclusive practice within settings;

- support earlier intervention and prevention;
 - reduce escalation to statutory and specialist support where appropriate; and
 - contribute to the longer-term sustainability of the High Needs Block.
20. The model should be understood as an invest-to-save and invest-to-improve approach. It is not possible at this stage to quantify future financial savings arising from the model. The report therefore does not claim a specific savings value. The evidence base and local Theory of Change support the view that earlier intervention and strengthened inclusion should reduce escalation pressures over time and support a more sustainable system.

Governance and performance

21. Delivery of the Reform Plan will be overseen through established partnership governance arrangements, supported by performance reporting and monitoring of demand, outcomes, family experience, workforce development and financial sustainability. The High Needs Block Board provides strategic oversight of SEND funding, cost drivers, cost containment measures, forecasting and deficit recovery activity.
22. Implementation will require close alignment between the SEND and AP partnership, education sufficiency governance, health partners, schools, settings, finance leads and relevant Council boards. Regular reporting will be required to ensure that delivery remains on track and that risks are escalated and addressed promptly.

Options Appraisal

Option	Description	Advantages
1	Continue with existing arrangements.	Avoids implementation activity and transition requirements.
2	Implement the SEND Reform Plan without the Targeted Cluster Funding Model.	Allows delivery of core reform activity and associated governance arrangements.
3	Implement the SEND Reform Plan including the Targeted Cluster Funding Model.	Aligns with the submitted Reform Plan; supports earlier intervention and inclusion; strengthens local capacity and partnership working; contributes to longer-term High Needs Block sustainability; provides a coherent whole-system approach to reform.

Summary of financial implications

23. The SEND Reform Plan includes a programme of reform activity funded through a combination of existing resources, High Needs Block funding, national reform

funding (£2,487,876 received from the DfE for year one delivery of the Experts at Hand model, with clear associated guidance as to how the funds can be used), and partner investment. A key proposal within the report is the introduction of the Targeted Cluster Funding Model, requiring an allocation of £1.5m per annum from the High Needs Block.

24. The Plan seeks to increase investment in earlier intervention, inclusion and local capacity whilst contributing to longer-term financial sustainability through reduced escalation and improved value for money. At this stage, quantified financial savings have not been identified for the Targeted Cluster Funding Model. Benefits will therefore need to be monitored through demand, outcomes, financial and value for money measures over time.
25. Detailed financial modelling, demand forecasts, projected unit costs, workforce assumptions and other financial planning information are contained within **Appendix 6, which is exempt from publication for the reasons set out in the appendices section of this report.**

Summary of legal implications

26. BCP Council's responsibilities for children and young people with SEND arise principally from the Children and Families Act 2014, the Education Act 1996 and associated statutory guidance, including the SEND Code of Practice. The Reform Plan supports the Council and local area partnership in meeting responsibilities to identify needs, secure appropriate support and keep education and training provision for children and young people with SEND under review.
27. Appendix 6 is recommended for exemption from publication under Schedule 12A, Part 1, Paragraph 3 of the Local Government Act 1972, as amended, as it contains information relating to the financial and business affairs of the Council and other organisations. Legal Services should review and confirm the final legal wording before publication of the agenda papers.
28. Failure to make sufficient progress in delivering the Reform Plan could increase legal and reputational risk for the Council, particularly where children and young people experience delay in assessment, provision or access to suitable education. In such circumstances, families may seek to resolve concerns through complaints, disagreement resolution, mediation, SEND Tribunal routes, the Local Government and Social Care Ombudsman and, in some cases, judicial review. Delivery of the Reform Plan, with effective governance and monitoring, is therefore an important mitigation against escalation of disputes and legal challenge.

Summary of human resources implications

29. Implementation of the SEND Reform Plan will require workforce development, partnership working and new ways of working across education, health and care services. The Experts at Hand model includes multidisciplinary working, use of specialist expertise, secondments and development of inclusion leadership capacity across clusters.
30. The Plan is expected to create staff development and training requirements as inclusive practice, early intervention and locality-based working are strengthened. Any formal workforce changes, secondment arrangements or role changes will

need to be managed through appropriate HR processes and engagement with affected staff and partners.

Summary of sustainability impact

31. The SEND Reform Plan supports sustainability by promoting provision closer to home, reducing unnecessary travel where local suitable provision can be developed, strengthening local community provision and aligning investment with long-term sufficiency planning. The Inclusive Place Sufficiency Strategy and Inclusive Design Charter promote future-ready approaches to educational place planning, including adaptable environments, accessibility and environmental responsibility.

Summary of public health implications

32. The Plan aims to improve educational participation, belonging, mental wellbeing and life chances for children and young people with SEND through earlier identification, earlier support and improved access to services. It strengthens the connection between education, health and care through a multi-agency delivery model and supports a preventative approach to need, escalation and crisis response.

Summary of equality implications

33. The report relates directly to improving outcomes, inclusion and participation for children and young people with SEND. SEND is closely linked to duties under equalities legislation, including the need to remove barriers, make reasonable adjustments and promote equitable access to education and support.
34. The Reform Plan has been developed through co-production with children, young people, parent carers, schools, practitioners and partners. An Equality Impact Assessment or equality screening should be completed or confirmed as part of the Cabinet report process, with any additional actions reflected in the implementation plan.

Summary of risk assessment

35. Key risks include:
 - Demand for SEND support continuing to exceed projections
 - Workforce recruitment and retention challenges affecting delivery pace
 - Delays in implementation of reform programmes or capital schemes
 - Failure to achieve intended changes to inclusion, confidence and system behaviours
 - Continued financial pressures within the High Needs Block
 - Increased complaints, dispute resolution activity, Ombudsman referrals, Tribunal escalation or legal challenge if children, young people and families do not experience timely improvements in assessment, provision, inclusion and access to suitable education.

- National policy or funding changes affecting the assumptions underpinning the Plan
 - Insufficient evidence of impact if monitoring arrangements are not sufficiently robust
36. Mitigating actions include strong partnership governance, High Needs Block oversight, phased implementation, co-production, regular performance reporting, finance monitoring and annual review of the Targeted Cluster Funding Model to assess impact, value for money and any required adjustments.

Background papers

37. The following documents have been used to a material extent in drafting this report:
- BCP Local SEND Reform Plan June 2026.
 - BCP Local Partnership Maturity Assessment.
 - Department for Education SEND Reform documentation and guidance (published works).

Appendices

- Appendix 1 - Core Requirements Tracker.
- Appendix 2 - Theory of Change.
- Appendix 3 - Inclusive Place Sufficiency Strategy 2026-2036.
- Appendix 3a - Inclusive Design Charter.
- Appendix 3b - Inclusive Place Sufficiency Presentation.
- Appendix 4 - Experts at Hand Partnership Model.
- Appendix 5 - Co-production Approach.
- **Appendix 6 (Exempt) - BCP Local SEND Reform Plan Data Return 2026.**
- Appendix 7 – BCP SEND Reform Plan June 2026
- Appendix 8 – BCP Local Partnership Maturity Assessment

Appendix 6 is exempt from publication pursuant to Schedule 12A, Part 1, Paragraph 3 of the Local Government Act 1972, as amended, as it contains information relating to the financial and business affairs of the Council and other organisations.

The appendix contains financial modelling, demand forecasts, workforce projections, projected costs of specialist provision, alternative provision and other commissioned services, together with assumptions used for Department for Education reform monitoring and financial planning purposes. Publication of this information could prejudice the Council's ability to manage future commissioning, placement and service negotiations and could adversely affect the financial and business affairs of both the authority and external providers.

Bournemouth, Christchurch and Poole

APPENDIX 1: Core Requirements Tracker



PARENT CARERS TOGETHER
Bournemouth Christchurch Poole



Core Requirements from Reform Plan Guidance	How we meet the requirement
Experts at Hand	
The delivery approach for this offer and the rationale for why the outlined approach is optimal for the local area. This will include setting out if delivery will be local authority-led, contracted to the ICB, in partnership with another area or through an external partner, and setting out the role of Best Start Family Hubs. Where delivery involves an ICB or external partner, please specify the partnership vehicle (such as an SLA or MOU) and how performance will be assured.	This is set out in section 2 of our EAH appendix 4. Our plan sets out a place-based, local authority-led, multi-agency model delivered through clusters, with strong integration of education, health (ICB-linked), and care services. Further detail can be found in section 5 building block 2 of the reform plan.
128 A summary of the partnership approach to agreeing an optimal delivery model including how all system partners were engaged and how the approach was informed by needs-based data.	Information regarding our partnership approach can be found in section 1 of our EAH appendix 4, with further detail within the co-production appendix 5. Evidence of developing the model based on needs-based data can be found within section 8 of the EAH appendix. Our model has been, and will continue to be co-produced with children, families, and practitioners, and explicitly informed by needs-based data (education, health, demand, deprivation). This ensures system-wide engagement and a responsive design.
How the EAH funding will enhance existing routes to access specialist input, and how the delivery model will be integrated with other services or offers funded separately.	This can be found within the EAH appendix 4 section 2 which describes the delivery model and growth to the team alongside section 11 of the appendix demonstrating the spend and development of the workforce. Additional detail regarding growth has been presented in section 5 of the reform plan. Our EAH model builds on existing services and integrates through a single front door and cluster model, complementing, not duplicating, current pathways.

Proposal to collaboratively recommission alternative provision to align with the 3-tier model and best practice identified through Alternative Provision Specialist Taskforces (APST) models.	This can be found in section 5 building block 4 of the reform plan which outlines the mobilisation of our 3-tier AP plan.
Where alternative provision capacity is constrained, whether the LA will contract provision, partner regionally, or share expertise and the route chosen.	This can be found in section 5 building block 4 of the reform plan which outlines the mobilisation of our 3-tier AP plan.
Proposals for commissioning outreach from high-quality specialist providers, where appropriate.	This can be found within our EAH appendix 4 section 2 which fully outlines our delivery model. Specialist and AP outreach contracts have been aligned for a September 2026 start, integrating into our expert at hand cluster teams.
Proposal for timely access to health and education professionals (e.g., in educational psychology, occupational therapy and speech and language therapy) for early years, schools and colleges based on assessed local need.	This is set out in section 7 and 8 of our EAH appendix 4 which outlines proposals for timely access and support. Section 5 building block 2 adds further detail to the steps take to achieve this aim.
120 A detailed year 1 implementation plan, including recruitment approach and success metrics (e.g. coverage, scale of support available), and a high-level plan for years 2–3.	Our one-year implementation plan is set out in detail throughout section 6, building block 2 of our SEND reform plan. Our high-level implementation plan is detailed within section 5, building block 2.
A proposed governance and accountability arrangement, as part of the Local Area Partnership Board, including oversight routes, budgets and funding arrangements, reporting cadence and escalation processes. This should include a single, named LA-based SRO to drive improvement and reform.	This is set out in detail throughout section 6, building block 2 of our SEND reform plan. This is detailed with the EAH appendix 4 section 9 with a visual representation of our proposed governance structure. Additional detail of how this will develop can be found in section 5 and 6, building block 2.
Clear expectations for joint governance, monitoring and shared accountability across education and health partners.	This is detailed with the EAH appendix 4 section 9 with a visual representation of our proposed governance structure. Additional detail of how this will develop can be found in section 5 and 6, building block 2.
Proposed approach to settings accessing support which ensures support is not disproportionately accessed by the most proactive schools and settings and includes out of area mainstream further education settings attended by local young people with SEND.	This is set out in section 2 of our EAH appendix 4. Our plan sets out a place-based, local authority-led, multi-agency model delivered through clusters, with

	strong integration of education, health (ICB-linked), and care services. Further detail can be found in section 5 building block 2 of the reform plan.
Sufficiency and Place Planning	
A summary of local sufficiency pressures and how planned place growth addresses demand trends, including EHCP drivers and opportunities to meet need through capacity in mainstream settings.	This is referred to in Q8 and is further expanded in our Inclusion Strategy which is attached as appendix 3, 3a and 3b.
How the planned increases in capacity across setting types will reduce reliance on special schools, especially out-of-area placements and independent specialist provision.	This is set out in our three-year roadmap at Q5, in Q8 and in the Inclusion Strategy appendix. It is also indicated through Tables 13 and 14 of the Data Return.
130 How collaboration between LAs and MATs could be strengthened to identify suitable sites and jointly plan the development of inclusion bases.	This is set out in Q2 – where we are currently and further details developed in Q5
Assurance that proposed inclusion bases in early years settings, schools, and colleges would reflect local demographic need, maintaining high quality standards and clear expectations on type of provision.	This is reflected in Q8 and our Inclusion Strategy appendix
How existing school premises are factored in when planning new inclusion bases, including opportunities created by falling rolls.	This is set out in our local roadmap for the next 3 years (Q5)
Detailed plans to meet need for specialist places, by increasing capacity in mainstream settings through inclusion bases, and to improve the suitability of the physical environment. This should set out how the investment would align with local need and reduce future pressure. Where plans propose use of high needs capital to create additional special school places, this should clearly explain	This is set out in Q8, our Inclusion Strategy Appendix 3, Q6 and is also indicated through Tables 13 and 14 of the Data Return.

	why need cannot be met in mainstream, including how the investment would align with local need and reduce future pressure.	
	Proposals for flexibility to accommodate rurality and local variation, ensuring provision remains viable and context appropriate.	This is addressed in Q5, Q8 and our Inclusion Strategy Appendix 3
	Evidence that an impact assessment of travel arrangements has been carried out for any capital, inclusion base or special school expansion proposal, demonstrating expected changes to travel distances, journey times, and reliance on out of area placements. Including any explicit travel related mitigations.	This is set out in Q5, our local roadmap for the next 3 years.
Strengthening Effective Partnerships and Practice:		
<u>Effective Practice - Universal Offer</u>		
Q1	Proposal to co-develop, and regularly refresh, a partnership-wide universal offer agreement with schools, MATs, early years settings and post-16 providers which will be underpinned by up-to-date, needs-based data and signed off by the local authority, ICB, MAT and school representatives and Parent Carer Forum (PCF). The agreed universal offer should draw on approaches that will be set out in the National Inclusion Standards.	This is detailed in sections 5 and 6, building block 1. Our universal offer and ordinarily available provision have also been woven through as a golden thread within our EAH approach, detailed in the appendix 4.
	Evidence of the processes and mechanism through which MATs and PCFs are engaged in the development of the universal offer.	This is set out in section 5 building block 1 of the plan. There is also further detail of our co-production workstreams within the specific co-production appendix 5.
	How early intervention services will be strengthened, with enhanced mainstream support to prevent escalation of need.	Detail about the strengthening our early help and support team has been addressed through the EAH work, and features in section 2 of the EAH appendix 4. There are links within section 5 and 6 of the reform plan across building blocks 1 and 2.
	How a strengthened universal offer will support mainstream settings to meet the most commonly occurring and growing areas of need. This should include how well evidenced early intervention	Detail about the strengthening our early help and support team has been addressed through the EAH work, and features in section 2 of the EAH appendix 4. There are links within section 5 and 6 of the reform plan across building blocks 1 and 2.

	approaches focused on speech and language (e.g. ELSEC ¹ /NELI ²), autism spectrum disorder (ASD) and social, emotional and mental health difficulties (SEMH), could be deployed.	
	How a strengthened universal offer and group level specialist support will reduce escalation into out-of-area placements with significant travel-assistance requirements.	This is detailed in sections 5 and 6, building block 1. Our universal offer and ordinarily available provision have also been woven through as a golden thread within our EAH approach, detailed in the appendix.
<i>Early Years (plans should align with LA Best Start in Life plans)</i>		
	Proposal for assessing sufficiency of current level of childcare provision for 0–5s, detailing: (a) availability of early years places; (b) availability of specialist SEND early years places; and (c) any local gaps for children with complex and emerging needs and plan to address these including the role of wider partners such as Best Start Family Hubs.	This is reflected in our inclusion strategy appendix 3.
132	Proposal to improve early years identification and intervention strategies, including the role of Best Start Family Hubs.	This can be found in section 6 building block 4
	Proposal to strengthen transitions from early years to primary school, ensuring effective information flow and timely specialist input.	This can be found in section 6 building block 4
<i>Post-16</i>		
	Proposal to strengthen pathways to adulthood, supporting young people to access education, training, employment and supported internships.	This is set out in section 5 and 6, building block 4 which outlines our cradle to career approach
	A clarification of pathways into and out of post-16 settings, informed by consistent information flow and timely, effective specialist support.	This is set out in section 5 and 6, building block 4 which outlines our cradle to career approach

Experts at Hand Offer model should be commissioned with partners, which is likely to include cross-border collaboration.	Our EAH approach is fully detailed with the EAH appendix 4., with the one-year plan in section 5 building block 2, and the high-level plan in section 6 building block 2.
<u>Effective Partnerships</u>	
Evidence of effective, shared, partnership leadership and governance across all system partners, with clear and mutually understood accountability arrangements.	This is addressed in our Local Partnership Maturity Assessment, Q5 and Q6 of the plan, as well as the governance section at Section 4.
Evidence of formal representation from early years, schools, MATs and further education on partnership boards, with appropriate links to Schools Forums to support coherent engagement across all settings.	This is reflected in the governance section in Section 4 and in Q5.
Proposal to underpin partnership working with shared, high-quality data, including joint dashboards and use of a partnership maturity matrix to assess effectiveness.	This is addressed in Q5 our three year roadmap and in Q7 regarding how we will deliver the plan. We have also identified the need to develop digital tools and a dashboard to support implementation of our Experts at Hand model.
13 How proposed/agreed mechanisms for engaging all schools, early years providers and post-16 providers (including out of area mainstream colleges accessed by local young people with SEND) would support collective responsibility for inclusive practice.	This can be found within the detail in the Expert at Hand Appendix 4.
Proposal to strengthen dispute resolution and decision-making processes so system partners can address issues early and consistently, supported by transparent escalation routes.	This is set out in Q5, our three year roadmap, and in Q6, as well as Q9
A single named SRO who is part of the leadership team, to provide operational leadership and drive reform across the partnership. The SRO should be a senior local authority official.	This has been identified in the governance section of the document
<u>Effective Co-production Practices</u>	

Proposal to strengthen co-production arrangements so that parent carer forums are properly resourced and consistently engaged in shaping decision making.	Our co- production approach is outlined in Q9 of the reform plan System partner and stakeholder engagement, and co-production. Further detail can be found in the co-production appendix 5 and part one of the EAH appendix 4.
How the voice of children and young people is captured directly and distinctly from parent voice, with clear evidence of how their views influence decisions.	Our co- production approach is outlined in Q9 of the reform plan System partner and stakeholder engagement, and co-production. Further detail can be found in the co-production appendix 5 and also part one of the EAH appendix 4.
How SENDIASS will be used to support parents carers with high quality, independent information and guidance, and how the local area will address variability in service quality where it exists, with reference to the minimum SENDIASS service standards. Please include proposed mitigation to any parental concerns about the perceived independence of SENDIASS within mediation processes.	This is set out in section 2 (strategy), with further detail in sections 5and 6, building block 3.
Proposal to adopt a minimum co-production benchmark (based on NHSE guidance) and self-assess against it in year one, identifying improvement actions where needed.	We have identified the Lundy model as the foundation of our co-production benchmark, recognising the further detailed issued in FAQs to adopt something helpful to our local context. The Lundy model was identified by participants in our co-production workshops.
Mediation	
A description of local mediation and dispute resolution arrangements, demonstrating how they incorporate the voices of parents and children and young people.	This is set out in section 2 (strategy), with further detail in sections 5and 6, building block 3.
Proposal to maintain metrics for timeliness, resolution rates and effectiveness to support monitoring and accountability.	This is set out in section 2 (strategy), with further detail in sections 5and 6, building block 3.

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Bournemouth, Christchurch and Poole

APPENDIX 2: Theory of Change

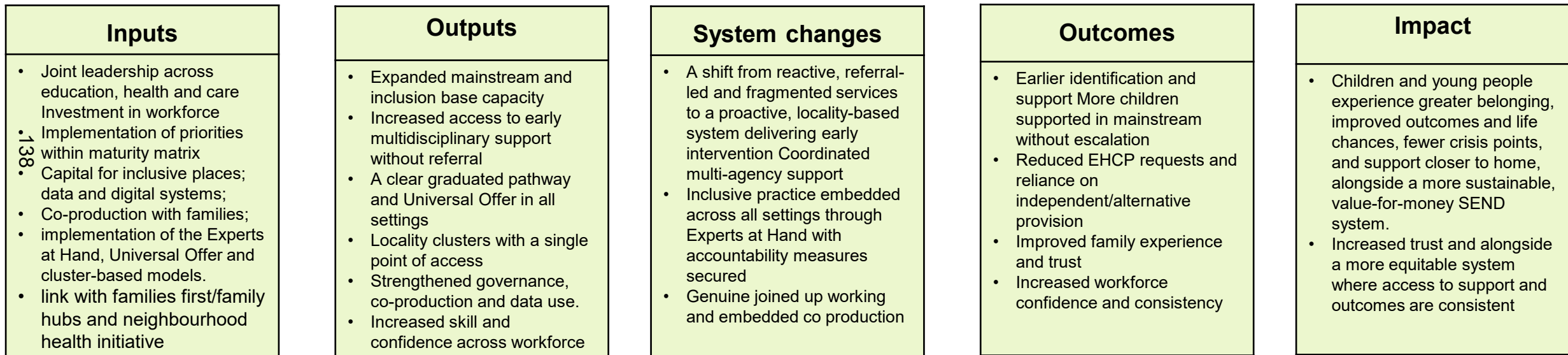
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Bournemouth, Christchurch and Poole Theory of Change



BCP begins from a position of strong partnership and growing inclusive practice, but the system remains fragmented, with inconsistent experiences for families, rising EHCP demand above national levels, workforce pressures, and too much reliance on specialist and crisis support. Through our SEND and AP Strategy, we will shift this towards a joined-up, inclusive 0–25 system where support is delivered early, locally and consistently so that every child and young person feels they belong, are listened to, and can thrive. To achieve this, our reform focuses on strengthening inclusive mainstream provision, embedding early identification and intervention, building workforce capacity and confidence, improving partnership working and co-production, and ensuring sustainable, value-for-money use of resources.



Assumptions:

- Partners sustain shared accountability and collaboration
- Workforce capacity and skills can be built at scale
- Early intervention will reduce escalation and demand
- Co-production will strengthen trust, engagement and system effectiveness

External factors:

- National reforms (NHS, Children's Social Care, curriculum)
- Funding pressures in the High Needs Block
- Workforce supply challenges
- Wider system changes (e.g. ICB restructuring, Family Hubs rollout) influencing pace and delivery



Inclusive Settings: Inclusive Place Sufficiency Strategy 2026-36

Delivering the Right Place, at the Right Time for Every Child

Foreword: Inclusive Place Sufficiency Strategy 2026-36

Cllr Richard Burton

Portfolio Lead Children's Services

Every child and young person in Bournemouth, Christchurch and Poole deserves to feel that they belong, to be supported to thrive, and to have access to the right help in the right place at the right time.

This Inclusive Place Sufficiency Strategy sets out a clear and ambitious approach to planning provision across our area, so that children, young people and families can access high-quality education and support as close to home as possible. It reflects our commitment to inclusion, early intervention and stronger local pathways from cradle to career.

This is an important strategy for BCP. It recognises that place sufficiency is not only about numbers and buildings but about creating an education system that is inclusive by design, responsive to need, and sustainable for the future. It has been shaped by a strong understanding of local need and by our ambition to work in partnership with schools, settings, families and wider services to build capacity in our communities.

I welcome this strategy and the direction it sets for the next decade as we work together to improve outcomes, strengthen belonging and ensure that children and young people can succeed within their local communities.

BCP's Inclusive Place Sufficiency Strategy 2026-36

Introduction

In BCP we recognise that inclusive practice must start at the point of planning. Therefore, we have developed an Inclusive Place Planning approach that intends to do just that.

Traditionally in England planning for school places has been fragmented with mainstream school places, SEND provision and alternative provision all planned separately. Local Authorities have only been required to include information for special school places alongside mainstream places in the annual School Capacity AP (SCAP) report to the DfE since 2023, and so for BCP as with the majority of the country this combined approach to planning place sufficiency across education is still in its infancy.

1. Developing an inclusive system

To respond to the expectations set out in the new SEND Reform plans for a more inclusive, pathway-driven education system, Local Authorities will need to develop a new approach to pupil place planning.

Within BCP we have developed our Inclusive Place Sufficiency Strategy to provide a framework for this approach. This strategy will seek to develop local pathways from cradle to career, from 0-25, ensuring that every child and young person has a place within the community that they live, and that the Council fulfils:

- Duties under the Childcare Act 2006, as amended by the Childcare Act 2016, to secure sufficient, high-quality **early education and childcare** for working parents and eligible families.
- Statutory duties under the Education Act 1996 to secure sufficient and **suitable education provision for children and young people of compulsory school age (5–16)**, including arranging suitable education and alternative provision for those unable to attend school.
- Responsibilities under Part 3 of the Children and Families Act 2014 to keep **education and training provision for children and young people aged 0–25 with SEND** under review, securing the special educational provision set out in Education, Health and Care Plans in line with the SEND Code of Practice (0–25).
- Strategic oversight for **post-16 education and training**, supporting the Raising the Participation Age duty and shaping a coherent local offer through forecasting, commissioning and partnership working. This includes particularly strong and enforceable duties for learners with SEND up to age 25.

2. Key priorities

The Inclusive Place Sufficiency ties into the wider strategies for BCP in regard to ensuring all children and young people have a strong sense of belonging. They also mirror the priorities outlined in the SEND and AP strategy.

The Inclusive Place Sufficiency Strategy will focus on the following priorities:

- **Strong mainstream capacity** - Inclusive practice and belonging in every setting
- **Right Place, Right Provision** – Delivering provision where evidence shows there is need
- **Inclusion by Design** – Supporting diverse needs from the outset, using a locally agreed Inclusive Design Charter
- **Sufficiency as a shared system responsibility** – Working with local education and childcare settings to meet the needs of children and young people
- **Specialist and AP Provision that is local and integrated** - Where required, specialist provision is as local as possible, integrated with local services, and avoids isolating pupils from mainstream opportunities
- **Evidence, Accountability and Continuous Review** – Transparent decisions aligned with need, capital investment and regular review of outcomes against strategies.

3. Ensuring effective and efficient use of resources

The Inclusive Place Sufficiency Strategy will link to the wider BCP's Families First Partnership (FFP) programme and our Experts at Hand partnership with schools, to ensure that Council and Education Assets and capital budgets are aligned with wider service delivery resources.

4. Delivering change

In order to deliver the change required across the childcare and education place sufficiency the Inclusive Place Sufficiency Strategy will be underpinned by plans for the following areas:

- **Wraparound Childcare and Early Years Education**, including free early education offer and wraparound childcare for children aged 0-14
- **Mainstream compulsory education**, including Primary and Secondary phase place sufficiency
- **SEND and AP**, including Post 14, Post 16 planning and Post 19 provision

These plans will be built into a planning framework that aims to promote and assess pathways across BCP. This will build up from:

- 33 local wards upon which wraparound childcare and Early Education sufficiency is planned
- 10 Primary PPAs upon which primary phase sufficiency is planned
- 4 Secondary PPAs upon which secondary phase sufficiency is planned
- 2 Inclusive PPAs across which pathways and provision for SEND, AP and Post 16 and Post 19 will be planned

Cradle to career pathways		Inclusive Place Sufficiency 2 x Inclusive PPAs		SEND and AP planning Inclusive mainstream, Tiers 1, 2, 3 provisio
		Post 14, Post 16 and Post 19 (matched to the two FFP locality areas?)		
		Secondary phase education Planning area: Mainstream x 4 Secondary PPAs		
	Primary phase education Planning area: Mainstream x10 Primary PPAs			
Early Education and wraparound Childcare Planning area: 33 Wards				

5. Three-tiered Inclusive Capital Programme

BCP's capital strategy will underpin delivery of our Inclusive Place Sufficiency Strategy, translating identified need across the 0–25 system into targeted investment in inclusive mainstream provision, specialist bases, estate adaptation and, where evidenced, special capacity.

The following plans sit under the Inclusive Place Sufficiency Strategy:

- **Wraparound Childcare and Early Years Education**, including free early education offer and wraparound childcare for children aged 0-14
- **Mainstream compulsory education**, including Primary and Secondary phase place sufficiency

- **SEND and AP**, including Post 14, Post 16 planning and Post 19 provision

These plans will each set out:

- forecast demand and required place capacity
- highlight priorities for expansion or reduction
- consider travel distances and access
- be co-produced with system partners to secure ownership

By taking a tiered approach, the Inclusive Sufficiency Capital Programme will support strong governance and outcome focused approach. The tiers will focus on the following:

- **Tier 1 – Inclusion as Default:** Capital investment will prioritise programmes that bring universal inclusion through adapted mainstream environments.
- **Tier 2 – Targeted Inclusion Bases:** Priority will be given to expanding inclusion bases across primary, secondary and post-16 settings (including FE). These bases will target cohorts (e.g. autism, SEMH, communication needs) within mainstream to promote inclusive provision within local communities.
- **Tier 3 – Specialist Provision:** For children and young people whose needs cannot be met safely or cost-effectively in mainstream or bases, investment will support specialist provision in schools and post-16/19 provision, to meet the needs of the most complex cohorts improving sufficiency, placement stability, and reducing reliance on high-cost independent placements.

Cross-cutting outcome: Increased local capacity reduces travel demand and transport costs, aligning with BCP's Home to School Transport Transformation Programme.

Capital programme 2026-29

The capital programme for 2026-29 focuses on the current phases:

- **Phase 1 (Stabilisation)** stabilising system pressures by addressing significant historic capacity deficits through expansion of special school places, reflecting pre-reform commitments and DfE funding.
- **Phase 2 (Rebalancing)** delivering significant growth in specialist bases within mainstream settings, increasing capacity for priority cohorts (autism, SEMH and communication) and enabling more children to be supported locally.

- **Phase 3 (Inclusion at scale)** embedding a rebalanced system, with a greater proportion of need met through mainstream and specialist base provision, reducing reliance on out-of-area and independent placements.

This phased approach supports financial sustainability across the system by improving placement mix, reducing reliance on high-cost provision and enabling more efficient use of High Needs Block resources, while recognising continued short-term cost pressures driven by complexity of need. Increased local capacity across all tiers will directly reduce average travel distances and associated transport expenditure. This aligns with BCP's Home to School Transport Transformation Programme, which supports both improved experiences and cost containment.

Please see Appendix A Three-tiered Inclusive Capital Programme budget 2026-29.

6. Governance

Strategic scrutiny and oversight of the Inclusive Place Sufficiency Strategy and Inclusive Education Capital Delivery Plan is crucial to ensure short-term needs are met and future demand is anticipated across mainstream, specialist, alternative provision and post-16 education.

The key governance boards will be: (TBC)

- *BCP's Strategic Education and Asset Management Board (SEAM)*
- *SEND Improvement Board*
- *Children's Service SLT*
- *Scrutiny*

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Inclusive Settings: Place Sufficiency Design Charter

Delivering the Right Place, at the Right Time for Every Child

2026

Foreword: Inclusive Design Charter

Cllr Richard Burton

Portfolio Lead Children's Services

Every child and young person in Bournemouth, Christchurch and Poole deserves to feel that they belong, to be supported to thrive, and to have access to the right help in the right place at the right time.

This Inclusive Design Charter supports the delivery of our Inclusive Place Sufficiency Strategy, which sets out a clear and ambitious approach to planning provision across our area, so that children, young people and families can access high-quality education and support as close to home as possible. It reflects our commitment to inclusion, early intervention and stronger local pathways from cradle to career.

This is an important charter for BCP. It recognises that place sufficiency is not only about numbers and buildings but about creating an education system that is inclusive by design, responsive to need, and sustainable for the future. It has been shaped by a strong understanding of local need and by our ambition to work in partnership with schools, settings, families and wider services to build capacity in our communities.

I welcome this charter and the direction it sets for the next decade as we work together to improve outcomes, strengthen belonging and ensure that children and young people can succeed within their local communities.

Content

1. Purpose of the Charter

2. Strategic context and alignment

3. Status of the Charter

4. Charter Principles

- Principle 1: Right Place Right Provision
- Principle 2: Sufficiency as a shared system responsibility
- Principle 3: Inclusion by Design
- Principle 4: Strong Mainstream capacity
- Principle 5: Specialist and AP Provision that is Local and Integrated
- Principle 6: Settings as Community Infrastructure
- Principle 7: Long Life, Loose Fit (Future-Ready Design)
- Principle 8: Wellbeing, Safety and Belonging
- Principle 9: Digitally Enabled Inclusion
- Principle 10: Environmental Responsibility
- Principle 11: Evidence, Accountability and Continuous Review

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5. Using the Charter in practice

- Appendix A: Inclusive Settings: Place Sufficiency Design Checklist

1. Purpose of the Charter

BCP's Inclusive Place Sufficiency Strategy sets out a clear and ambitious approach ensuring that all children and young people have access to childcare and education within safe, inclusive, welcoming and well-organised sites which promote positive experiences, feelings of belonging and increase participation.

This Inclusive Design Charter sits alongside the Inclusive education capital programme to deliver this strategy and give practical effect to the Schools White Paper ambition that every child should access the right provision, in the right place, at the right time, close to home. These documents have been developed in collaboration with key partners including parents and carers, schools and practitioners.

This Charter sets out BCP's agreed expectations for the planning, design, expansion and adaptation of childcare, nurseries, schools and education settings, ensuring they collectively deliver:

- ✓ **Sufficiency** – enough places, of the right type, in the right locations
- ✓ **Inclusion** – environments where children, including those with SEND can belong, thrive and remain locally within their community
- ✓ **Quality** – high-quality places and environments for learning, wellbeing and community life
- ✓ **Sustainability** – buildings and grounds that are resilient, adaptable and future-ready

The Inclusive education capital programme and Inclusive Design Charter also seek to clarify the responsibilities of partners to work together to effectively utilise the resources available to them to deliver place sufficiency.

This includes:

- Schools and settings effectively and purposefully using of the capital resources, spaces and assets available to them to maintain and develop environments that are safe, inclusive, welcoming and well-organised

- BCP Council utilising the education capital resources strategically and effectively to address gaps in provision and strengthen local sufficiency.

2. Strategic Context and Alignment

2.1 This Charter aligns with:

- the **Schools White Paper *Every Child Achieving and Thriving*** (DfE, 2026)
- BCP Council's Inclusive Place Sufficiency **Strategy 2026-36**
- BCP Council's **SEND Strategy and Improvement Plan**
- Local Plan, climate commitments and capital investment programmes
- Section 3 of the Equality Act, which requires schools to produce an accessibility plan to improve the physical environment of the school
- National guidance on the design and performance standards for schools, including those for SEND and Alternative provision

Together, these documents establish that **place sufficiency is not solely a numerical exercise**, but a test of **appropriateness, inclusion, accessibility and sustainability**.

2.2 Governance

The Council's Three-tiered Education Capital Strategy will ensure that all capital proposals demonstrate how this charter has been used to develop and approve projects, including how assistive technology has been considered and integrated in line with this Charter.

Business cases should clearly distinguish between:

- capital-funded infrastructure and assets
- school-funded provision
- high needs or specialist service provision

Proposals that rely on revenue-funded technology to compensate for poor design will not be supported.

2.3 Assistive Technology and Inclusive Digital Design

Assistive technology (AT) forms part of BCP Council's approach to inclusive design. It includes built-in accessibility features, digital infrastructure, and specialist equipment that enable children and young people to access education, communicate, and participate fully in their setting.

The effective use of AT is a shared system responsibility, delivered through a combination of:

- inclusive design in capital investment
- quality first teaching and school-led practice
- specialist assessment and support from wider services

3. Status of the Charter

This Charter applies to:

- All childcare settings, schools and colleges
- new schools (mainstream, special and alternative provision)
- expansions, remodels and adaptations of existing schools, childcare or educational settings
- SEND resourced provisions, units and specialist facilities
- capital investment decisions relating to childcare and education provision

The Charter is to be used by:

- school trusts and governing bodies
- council officers (education, SEND, estates, planning, regeneration)
- developers, architects and design teams

4. Charter Principles

Principle 1: Right Place, Right Provision

BCP Council will support the development and delivery of childcare and early years provision and plan schools and SEND provision **where evidence shows need**, considering:

- population and housing growth
- SEND trends and complexity
- cross-border movement of pupils
- access to early years, health and community services

Implications

- New provision must clearly demonstrate why *this place* improves access and inclusion.
- Long travel distances, delayed placements, or reliance on out-of-area provision indicate **insufficient local planning**, even where total place numbers appear adequate.
- Childcare and education settings should be located to maximise walking, cycling and public transport access and minimise car dependency.

Principle 2: Sufficiency as a shared system responsibility

Sufficiency is a **whole-system responsibility**. BCP Council will:

- lead strategic place planning and commissioning
- work with trusts and schools to align capacity with need
- expect all childcare, schools and educational settings to contribute to inclusion and local sufficiency

Implications

- No part of the system should displace unmet need elsewhere.
- New and existing schools are expected to engage in **fair access, inclusion and local collaboration**.
- Design, capacity and admissions policies must reinforce inclusive practice.

Principle 3: Inclusion by Design

New childcare, schools and SEND settings must be designed to **support diverse needs from the outset**, not through retrofit.

Design must:

- support sensory regulation, calm and predictability
- be easy to navigate and legible for all users
- minimise overcrowding, noise and glare
- provide appropriate space for therapy, small-group and quiet work
- incorporate **assistive technology and digital accessibility as standard**, including infrastructure to support current and future needs

Implications

- Poor environmental design increases placement breakdown, exclusion and escalation to specialist provision.
- Inclusive design is therefore a **core sufficiency and SEND improvement tool**, not an aesthetic consideration.
- Inclusive design includes both **physical and digital environments**. Failure to embed assistive technology at design stage leads to **ineffective retrofitting, increased revenue costs and reduced accessibility**.

Principle 4: Strong Mainstream Capacity

Settings and schools are expected to use the resources available to them to strengthen their whole sites with inclusion and sustainability as key priorities. Leaders in schools will be supported through the B

This includes:

- Using guidance provided through the graduated response website
- Using the checklist in appendix a / undertaking OT audits to assess their sites
- Utilising their maintenance and capital budgets creatively to respond to recommendations arising from audits.

BCP Council will prioritise design approaches that **strengthen mainstream inclusion**, reducing unnecessary escalation to specialist settings.

This includes:

- resourced provisions and specialist bases
- adaptable teaching and breakout spaces
- layouts that support collaborative and flexible learning

Implications

- Mainstream schools should be physically capable of supporting a wider range of needs.
- Capital investment from settings, schools and the Council should increase mainstream resilience and retention, not bypass it.

Principle 5: Specialist and AP Provision that is Local and Integrated

Where specialist or alternative provision is required, it must:

- be located as close to children's communities as possible
- integrate with local services and transitions
- avoid isolating pupils from mainstream opportunities

Implications

- High reliance on independent or distant provision signals a **failure of local sufficiency**.
- Specialist buildings should support outreach, shared use and reintegration wherever possible.

Principle 6: Settings as Community Infrastructure

Childcare and Educational settings are central to BCP's communities.

Design should:

- enable out-of-hours and community use
- support early help, family and therapeutic services
- provide welcoming, noninstitutional civic presence

Implications

- Colocation and shared facilities support early intervention and prevention.
- Settings should strengthen, not fragment, local service ecosystems.

Principle 7: Long Life, Loose Fit (Future-Ready Design)

Education needs changes over time. Buildings must be able to adapt.

Design should:

- allow future expansion or reconfiguration
- support changes in need profiles or designation
- minimise the need for disruptive or costly re-builds

Implications

- Flexibility is a sufficiency risk-mitigation tool.
- Investment decisions must consider long-term system value, not short-term fixes.

Principle 8: Wellbeing, Safety and Belonging

Childcare and Educational settings must feel:

- safe
- welcoming to children, families and staff
- supportive of wellbeing, mental health and dignity

Design must ensure:

- clear sightlines and passive supervision
- safe, inclusive entrances
- separation of areas without creating stigma

Principle 9: Digitally Enabled Inclusion

Settings must be designed and equipped to enable **universal, targeted and specialist use of assistive technology**.

Design should:

- Provide **connectivity, power and infrastructure** to enable assistive technology at scale
- Integrate **fixed accessibility systems** (e.g. soundfield systems, induction loops)
- Enable flexible use of **devices and specialist equipment**
- Support **accessible curriculum delivery** through digital means

Implications:

- Assistive technology is a **core inclusion tool**, not an optional add-on
- Capital investment must ensure settings are **AT-ready from day one**

Principle 10: Environmental Responsibility

BCP Council expects education buildings to:

- support climate resilience and reduction of carbon emissions
- maximise daylight, ventilation and air quality
- use outdoor space to support wellbeing and learning

Implications

- Children with SEND are disproportionately affected by poor environments.
- Environmental quality is therefore a **SEND and inclusion issue**, not only a sustainability one.

Principle 11: Evidence, Accountability and Continuous Review

The Charter supports:

- transparent decision-making
- alignment between need, capital investment and outcomes

- regular review alongside sufficiency and SEND strategies

BCP Council will monitor:

1. placement distance and delays
2. inclusion and exclusion trends
3. use of independent provision
4. parental confidence and appeals

5. Using the Charter in Practice

Through this Charter, BCP Council commits to delivering childcare and education places that are not only sufficient in number, but appropriate, inclusive and sustainable, ensuring that every child can achieve and thrive in their local community.

5.1 This Charter should be used to:

- assess proposals for new or expanded provision
- inform capital bid prioritisation
- guide redesign and adaptation of existing childcare, schools or educational settings
- provide assurance in SEND and sufficiency governance

Appendix A provides a checklist to support this use.

5.2 Responsibilities for Assistive Technology

Education Capital (Local Authority Responsibility)

Responsible for infrastructure, built-in systems and long-life assets:

- Accessibility infrastructure:
 - Soundfield systems, induction loops
 - Fixed AV with accessibility functionality
- Digital infrastructure:
 - Wi-Fi, broadband capacity, server requirements
 - Power, charging and device-ready environments
- Specialist installations:
 - Sensory rooms with integrated technology
 - Fixed AAC or eye-gaze setups where part of provision design
- Inclusion embedded in:
 - New builds
 - Expansions
 - SEND resourced provision
- Ensuring all capital schemes meet minimum accessibility specifications

Test: Is it part of the building / long-term environment / sufficiency solution

Schools and Settings (Delegated responsibility)

Responsible for **day-to-day use, teaching application and low-level technology:**

- Deployment of:

- Classroom devices (laptops, tablets)
- Accessibility features already available in systems
- Use of:
 - Text-to-speech, speech-to-text, dyslexia tools
 - Classroom-based apps and software
- Implementation through:
 - Quality First Teaching
 - SEN Support (graduated response)
- Maintenance and replacement of low-value equipment
- Staff training and embedding practice

Test: Is it part of teaching, learning, or day-to-day provision?

High Needs / SEND and Specialist Services

Responsible for **assessment, prescription and high-cost individual solutions:**

- Specialist assessments for AT need
- Provision of:
 - Individual AAC devices
 - Eye-gaze technology
 - Specialist access systems
- Advice on:
 - Appropriate technology use
 - Integration into EHCP provision
- Oversight of:
 - High-cost equipment
 - Loan / reuse models

Test: Is it specialist, individualised, or linked to EHCP-level need?

Other Services (Health, Social Care, Therapy)

Responsible where AT supports **health, care or communication needs beyond education:**

- Speech and language therapy input (AAC recommendations)
- Occupational therapy (physical access tech)
- Health-funded equipment where clinically required
- Integration with education where appropriate

Test: Is the primary purpose health, care, or functional independence?

Appendix A

Inclusive Settings: Place Sufficiency Design Checklist

Delivering the Right Place, at the Right Time for Every Child

- **Right Setting, Right Place**

- Is there clear evidence that **new or expanded provision is required**, based on:
 - population and housing growth?
 - SEND demand and complexity?
 - cross-border pupil movement?
- Does the proposal **improve local access** and reduce travel distances for children and families?
- Is the childcare or educational setting located to serve the **community it is intended to meet**, including SEND pupils?
- Are entrances conveniently located for children, families, staff and visitors?
- Can the setting be safely and easily accessed:
 - on foot?
 - by bike?
 - by public transport?
- Does the design actively **discourage reliance on private car use**?
- Are routes to the setting safe, legible and inclusive for all users?
- Can pavements, entrances and routes accommodate peak-time demand **without congestion or risk**?

- **A setting to be proud of**

- Does the setting provide a **positive first impression** for children, families and the wider community?
- Does the design respond sensitively to the **local context and character**?
- Is the building **clearly recognisable as a childcare or educational setting** with a strong civic presence?
- Does the design reflect the setting's **values, ethos and inclusive ambition**?
- Are all parts of the setting —mainstream, SEND, specialist or alternative provision— designed to **an equivalent standard of quality and dignity**?

- **Site Plan**

- Does the design make best use of site characteristics such as:
 - topography?
 - orientation?
 - views and daylight?
- Has the historic environment been fully considered?
- Have heritage assets been identified, conserved and, where possible, enhanced?
- Are air-quality issues identified and appropriately mitigated, particularly for outdoor play and SEND provision?
- Is the overall layout coherent, legible and calm?
- Is the site clearly zoned to support:
 - teaching and learning?
 - SEND support and therapy?
 - safeguarding?
 - out-of-hours community use?
- Have management, servicing and maintenance been considered from the outset?
- Are service areas discreet, functional and non-detrimental to learning environments?

- **Setting Grounds**

- Do outdoor spaces relate clearly and purposefully to the buildings?
- Are outdoor areas safe, inclusive and accessible for children with a range of needs?
- Are spaces provided for:
 - PE and sport?
 - informal play?
 - calm, reflective or sensory activities?
- Do outdoor environments support learning, social interaction and wellbeing?
- Has biodiversity, planting and connection to nature been actively considered?
- Can grounds support shared or community use where appropriate?

5. Organisation

- Does the layout support the setting's **educational, pastoral and SEND agenda**?
- Does the design maximise natural daylight and ventilation?
- Is the setting easy to navigate for:

- children?
- families?
- visitors?
- those with additional needs?
- Are entrances clearly defined and welcoming?
- Do circulation routes:
 - minimise travel time?
 - avoid bottlenecks?
 - support calm movement?
- Are routes generous, inclusive and accessible to all?

6. Buildings

- Do new buildings work well with each other and with existing structures?
- Do they respect and respond to the historic or contextual significance of the site?
- Are buildings of **high architectural quality**, with good detailing and longevity?
- Do materials contribute positively to character and sense of place?
- Are materials robust, durable and easy to maintain over time?

7. Interiors

- Are internal spaces well-proportioned, uplifting and filled with natural light?
- Do windows and doors optimise views and connection to the outdoors?
- Have acoustics been carefully considered, especially for SEND and sensory needs?
- Are spaces well-ventilated and thermally comfortable?
- Does the design reduce glare, overheating and distraction in teaching areas?
- Will the building function effectively when **fully occupied and in daily use**?
- Are there appropriate spaces for:
 - a. small-group work?
 - b. therapy and intervention?
 - c. regulation and calm?

8. Assistive Technology and Digital Inclusion

- Does the setting have sufficient Wi-Fi, bandwidth and power to support assistive technology?
- Are classrooms equipped to support audio enhancement and digital accessibility tools?
- Are soundfield systems or equivalent included where appropriate?
- Are induction loops or hearing support systems provided?

- Is assistive technology integrated into specialist and SEND spaces?
- Can spaces accommodate emerging technologies?
- Is there provision for mounting, storage and safe use of specialist equipment?
- Is there clarity on who provides, maintains and replaces assistive technology?
- Does the design avoid reliance on retrofitted or temporary solutions?

9. Feeling Safe

- Has appropriate crime-prevention advice been sought and incorporated?
- Does the design create safe, secure and supportive environments for pupils and staff?
- Are entrances well-lit, visible and overlooked?
- Can access and movement through the building be sensibly controlled?
- Is the reception area secure without feeling institutional?
- Do site boundaries provide security while remaining welcoming and non-intimidating?
- Are public and private areas clearly defined in a way that protects privacy without singling out or stigmatising users?
- Does the design support passive supervision and avoid hidden or dead-end spaces?

10. Long Life, Loose Fit

- Does the design provide a **variety of spaces** that support different activities and needs?
- Can the building and site adapt to:
 - changing pupil numbers?
 - changing SEND profiles?
 - future expansion or reconfiguration?
- Has flexibility been designed in to reduce future disruption and cost?

11. Environmental Resources

- Does the proposal support climate-change mitigation and resilience?
- Does the design promote energy and water efficiency and reduce carbon emissions?
- Has orientation been optimised for daylight and thermal comfort?
- Can daylight reach the depth of internal spaces?
- Has overshadowing of key outdoor areas been minimised?
- Are recycling, waste reduction and sustainable drainage provided?

Bournemouth, Christchurch and Poole

APPENDIX 3B: Inclusive Place Sufficiency Presentation

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Planning and building for Inclusion

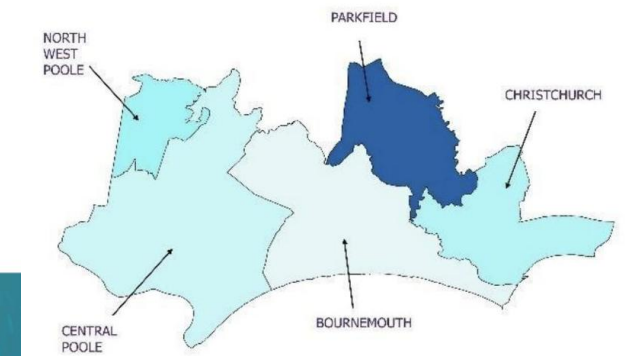
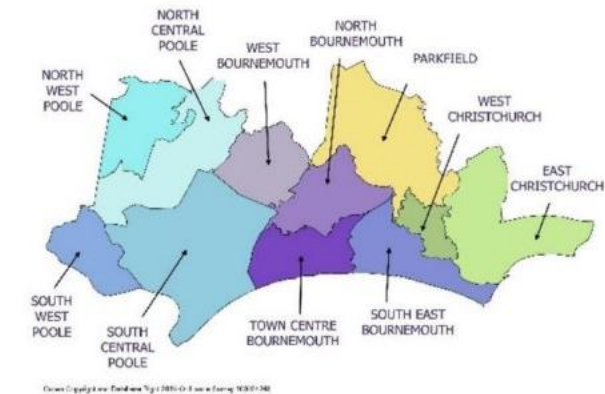
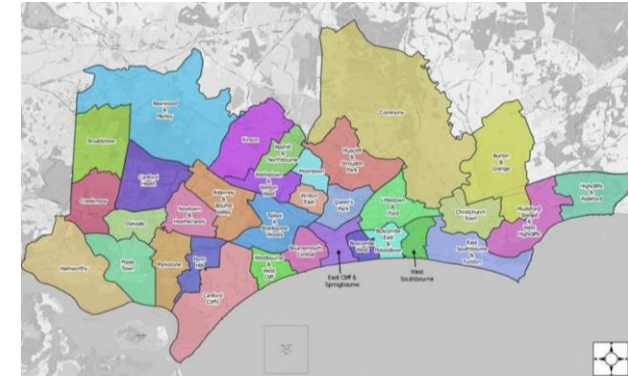
18th May 2026

LA's duties to place sufficiency

- **Secure sufficient and suitable education provision for children and young people of compulsory school age (5–16)**, including arranging suitable education and alternative provision for those unable to attend school - *Statutory duties under the Education Act 1996*
- **Keep education and training provision for children and young people aged 0–25 with SEND under review**, securing the special educational provision set out in Education, Health and Care Plans in line with the SEND Code of Practice (0–25) - *Responsibilities under Part 3 of the Children and Families Act 2014:*
- **Secure sufficient, high-quality early education and childcare for working parents and eligible families** - *Statutory duties under the Childcare Act 2006, as amended by the Childcare Act 2016*
- **Be a system leader for post-16 education and training, supporting the Raising the Participation Age duty** and shaping a coherent local offer through forecasting, commissioning and partnership working. This includes particularly strong and enforceable duties for learners with SEND up to age 25.

Background to Place Planning

- Traditionally, the DfE and Local Authorities have separately managed:
 - Childcare and Early Years sufficiency
 - Mainstream statutory school place sufficiency, and
 - SEND and AP sufficiency
 leading to fragmentation and inefficiencies in the system.
- The DfE has only required LA's to include information on specialist places within their annual School Capacity (SCAP) report since 2023.
- Place sufficiency is planned at:
 - ward level for childcare and Early Years,
 - in primary planning areas,
 - in secondary planning areas and
 - at an area level for Specialist places.



Developing an Inclusive Place Planning system

- The Governments SEND and Inclusion reforms aim to build a more consistent, inclusive mainstream education system with a graduated approach to support.
- For this to be embedded and successful BCP must have an overview of all place need
- An inclusive system requires all children and young people's needs to be included in a single strategy, which will encompass specific plans for key areas

BCP's Inclusive Place Sufficiency Strategy

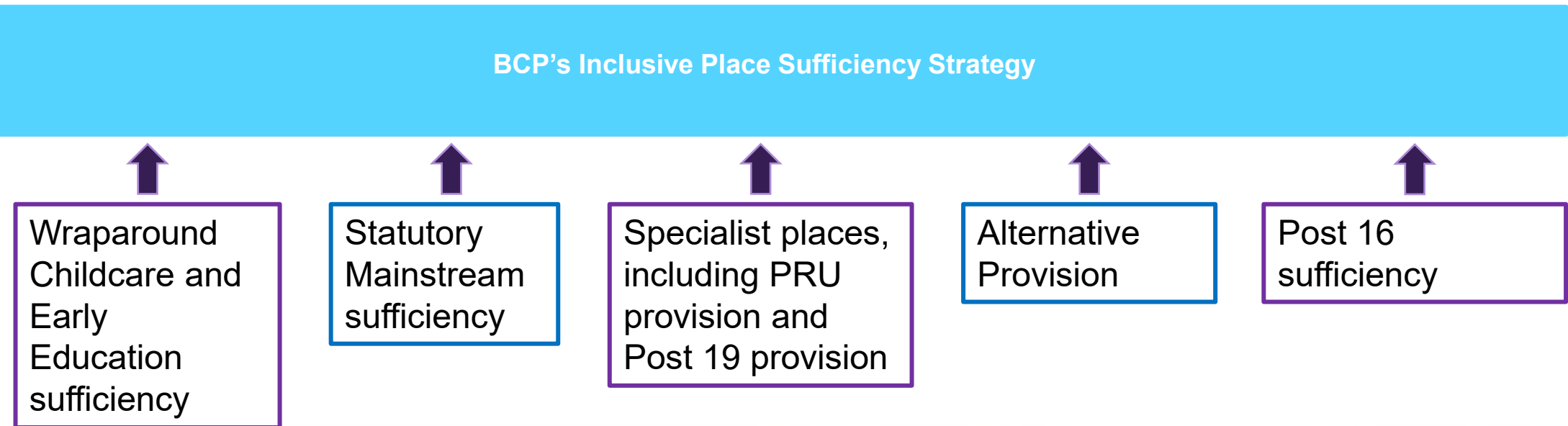
Building a locality based 'cradle to career' pathway model
where every child belongs

Developing an Inclusive Place Planning system

Requires:

- Data dashboard bringing together:
 - All place sufficiency needs,
 - information on the education estate, and Key partner resources
 - Experts at Hand locality models
- Governance with overview of all the LAs place sufficiency duties

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Three-tiered Education Capital Programme

Three-tiered Education Capital Programme

Aligning capital investment directly to the Inclusive Place Sufficiency Strategy to support **demand management, financial recovery and sufficiency**

Tier 1 – Universal Inclusion (Mainstream Estate Adaptation)

Strategic Aim: Embed inclusion as the default across all education settings

Investment focus:

- 172 Adaptation to increase accessibility and flexibility
- Inclusive environments aligned with Inclusive Design Charter
- Redesign of existing spaces to enable graduated support

Capital principle

Supporting settings to identify and implement low-cost, high-impact adaptations across whole estate

Tier 2 – Targeted Inclusion (Resource Provision / Inclusion Bases)

Strategic Aim: Expand local targeted provision within mainstream settings to meet cohorts with consistent needs, including those who have been permanently excluded or who are at risk of permanent exclusion

Investment focus:

- Expansion of inclusion bases / specialist bases across phases
- Delivery of additional specialist places within mainstream
- Development of cluster-based models aligned to “Experts at Hand”

Capital principle

Develop targeted provision in mainstream settings as the primary alternative to specialist placements

Tier 3 – Specialist Provision (Special Schools & complex needs)

Strategic Aim: Ensure sufficient high-quality specialist provision for children whose needs cannot be met in mainstream

Investment focus:

- Expansion and reconfiguration of special schools
- Development of satellite provision and specialist post-16 provision
- Delivery of new maintained specialist school capacity (including pipeline schemes)

Capital principle

Target specialist expansion only where need cannot be met through Tier 1 or Tier 2 provision

Inclusive Design Charter

Developing an Inclusive Design Charter

Intended outcome to ensure children and young people experience safe, inclusive, well-organised sites that promote:

- **positive experiences,**
- **feelings of belonging. and**
- **increased participation**

Purpose of the Charter:

- Sets expectations for planning , design, expansion and adaptation of all education and childcare settings
- Developed through co-production (April 2026)

Key Principles:

- **Sufficiency** – Right number and type of places in the right locations
- **Inclusion** – Children (including those with SEND) can thrive locally
- **Quality** – high-quality environments for learning, wellbeing and community life
- **Sustainability** – Resilient, adaptable and future-ready provision

Inclusive Design Charter - Partnership

Clarifying partner responsibilities to strengthen joint working and **ensure resources are effectively deployed** to secure place quality and sufficiency:

- **Schools and settings:** maximise use of their capital resources, spaces and assets to deliver safe, inclusive, welcoming and well-organised environments
- **BCP Council:** deploy education capital strategically to address gaps in provision and strengthen local sufficiency

It also outlines the responsibilities towards **assistive technology**:

- **LAs Education Capital** = Responsible for infrastructure, built-in systems and long-life assets
- **Schools and Settings** = Responsible for day-to-day use, teaching applications and low-level technology
- **High Needs / SEND and Specialist Services** = Responsible for assessment, prescription and high-cost individual solutions
- **Other Services (Health, Social Care, Therapy)** = Responsible where AT supports health, care or communication needs beyond education

Inclusive Design Charter – In use



The Charter and accompanying principles checklist should be used to:

- Assess proposals for new or expanded provision
- Inform capital bid prioritisation
- Guide redesign and adaptation of existing childcare, schools or educational settings
- Provide assurance in SEND and sufficiency governance

Inclusive Design Charter – Draft Principles



- 1: Right Place Right Provision** - Delivery of provision where evidence shows need
- 2: Sufficiency as a shared system responsibility** - Sufficiency is a whole-system responsibility
- 3: Inclusion by Design** - Supporting diverse needs from the outset, not through retrofit
- 4: Strong Mainstream capacity** - Settings use their resources to strengthen whole sites inclusion and sustainability
- 5: Specialist and AP Provision that is Local and Integrated** - Where required, it must be as local as possible, integrated with local services, and avoid isolating pupils from mainstream opportunities
- 6: Settings as Community Infrastructure** - Enable out-of-hours and community use, support early help, family and therapeutic services, and provide welcoming, non-institutional civic presence
- 7: Long Life, Loose Fit (Future-Ready Design)** - Allowing future expansion or reconfiguration, support changes in need profiles or designation, and minimise the need for disruptive or costly re-builds
- 8: Wellbeing, Safety and Belonging** - Settings must feel safe and welcoming to children, families and staff, and supportive of wellbeing, mental health and dignity
- 9: Digitally Enabled Inclusion** - Designed and equipped to enable universal, targeted and specialist use of assistive technology
- 10: Environmental Responsibility** Sites support climate resilience and carbon reduction, maximise light and air quality, and use outdoor space to support wellbeing and learning
- 11: Evidence, Accountability and Continuous Review** - Decisions must be transparent, aligned with need, capital investment and outcomes, and regular reviewed against strategies

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Bournemouth, Christchurch and Poole

APPENDIX 4: Experts at Hand

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PARENT CARERS TOGETHER
Bournemouth Christchurch Poole



Bournemouth Christchurch and Poole – Our Experts at Hand Partnership Model



BCP Inclusion Support Partnership

Building belonging, growing confidence, thriving together

Contents

1. Partnership Co Production and Collaboration
2. The BCP Inclusion Support Partnership Model
3. Our Support Eco System
4. Visual Delivery Model
5. Our Menu of Support
6. Aligning with the Targeted Funding Cluster Model
7. Requests for Help
8. Allocation based on data and contextual information
9. Governance and Monitoring
- 10.3 Year Overview plan
11. Strengthened Staffing

1. Partnership Co Production and Collaboration

Through our co production events our **children and young people** told us that having ‘experts’ is a good idea because it brings the right help, at the right time, into the places they feel most comfortable. They talk about valuing support that is early, consistent and built into their everyday experience, rather than something they have to wait for or access separately. They also highlight that they learn best when staff understand them, adapt learning, and understand the right tools, space and relationships.

Children and young people emphasise the importance of feeling safe, included and listened to, with adults who take time to understand their needs and respond quickly before things get harder. Access to specialists in school is seen as positive, especially when it helps staff understand them better and improves the support they receive day to day.

Our families told us that they want an “Experts at Hand” service that is accessible, consistent, and genuinely collaborative, bringing specialist expertise directly into mainstream settings while recognising parents as key partners. They value joined-up, holistic support—including links to health, social care, and the voluntary sector—alongside clear, transparent pathways and easily accessible information. Early intervention, strong support at transition points, and help with preparing for adulthood are critical. Families want experienced, well-trained practitioners who listen, build trusting relationships, and remain consistent, with flexibility to adapt support when needed. There is a clear priority on inclusive practice in schools, with well-trained staff, sufficient capacity, and a focus on understanding each child as an individual to avoid escalation.

Our practitioners want an Experts at Hand model that is preventative, person-centred, and built on trust, with the child at the heart and a focus on meeting need rather than diagnosis. They emphasise the importance of visible, consistent practitioners working alongside schools and families, creating a shared “village” approach with strong partnership and common language across education, health, and care. The service should offer joined up, easily accessible support through a coordinated hub or single front door, bringing together a wide range of expertise and enabling early, flexible intervention without reliance on formal diagnosis. Practitioners also highlight the need for system-wide consistency in inclusive practice, strong workforce development, and sufficient capacity, alongside effective use of shared data and clear pathways. Overall, they want a service that builds local capability, empowers schools and families, and delivers timely, collaborative support that reduces escalation and improves outcomes.

Overall, the message is clear: support is most effective when it is joined-up, responsive, flexible and grounded in strong human relationships, ensuring every child and young person succeeds, belongs and feels confident in their journey. **This shared vision is the golden thread running through our Experts at Hand partnership model.**

1. The BCP Inclusion Support Partnership Model

Our model is a place-based, early intervention approach rooted in our commitment in BCP to inclusive, thriving communities. We want to work alongside schools and settings at the earliest stage, strengthening inclusive practice through our Graduated Approach (www.bcp-gati.com) so children and young people with SEND are identified early, supported quickly, and enabled to succeed.

At its heart, our model is about building confidence and capability within our settings & schools, ensuring needs are met where children are, when they arise. By doing this, we reduce escalation, lessen reliance on statutory services, and create a more responsive, sustainable system that works for families, settings, and partners across BCP. To get this right, we must have a deep and nuanced understanding of our schools and communities, recognising the diversity of need, background and experience across BCP. For example, we know that our local area is becoming more ethnically diverse, with around 18% (70,600) of residents from an ethnic minority background. This diversity is even greater among younger people; 27% (14,600) of pupils in BCP schools (2023/24) identify as non-White British. SEND prevalence is highest amongst pupils from White and Black Caribbean, Gypsy Roma, White British and White Irish ethnic groups. This is an important consideration when developing our model and ensuring its success.

As a partnership we want to build long-term capability within schools, not dependency.

- Focus on “working alongside” staff
- Strengthening confidence and skills in meeting diverse needs
- Embedding sustainable, whole-school approaches

The BCP *Experts at Hand* offer has been developed through a strong co-production approach, ensuring that the voices of practitioners, children and young people, parents and carers, and multi-agency partners are central to its design and delivery. This collaborative process enables the offer to be responsive, relevant, and grounded in lived experience and frontline practice.

Central to this approach is a strong emphasis on building the skills, confidence and capacity of those who work most closely with children and young people, rather than delivering support directly to individuals. Through coaching, training, modelling and consultation, expertise is shared in a way that empowers practitioners within schools and settings to better understand and meet need as part of their everyday practice. This creates a sustainable

model of support, where knowledge is embedded, staff feel equipped and confident, and positive impact extends beyond individual cases to benefit whole cohorts over time.

At its core, the model strengthens early help through a quick-response function, providing timely access to expertise that prevents escalation and wraps around settings to support children and young people at the earliest point of need. It operates across both universal and targeted levels, ensuring that support is accessible to all while also prioritising those with emerging or complex needs.

The offer is underpinned by structured working groups and delivered by multi-agency practitioners, bringing together a breadth of expertise across education, health, and wider services. This integrated approach enhances consistency, builds confidence in settings, and ensures that schools and practitioners can access specialist advice without delay.

The design is informed by needs-based data, including insights and intrinsic links to CAMHS and MHST, ensuring alignment with local mental health and wellbeing priorities. By adopting a needs-led and equity-focused approach, the model prioritises fair access to support and addresses variations in need across different communities and settings. Included in this model will be two Advanced SALT Practitioners who will work across the ICB Cluster to provide clinical oversight, support consistent practice and ensure quality of delivery.

Importantly, our Experts at Hand extends expertise across schools and wider settings, building capacity within the system rather than creating dependency. This supports a sustainable model of inclusion and early intervention, empowering practitioners to respond effectively while ensuring that young people receive the right support, at the right time, in the right place.

EAH Ask	How this will be delivered
Delivered by a multidisciplinary team with specialist expertise	'Expert' representation across Education, Health and Care, including secondments from schools and settings, and co delivery of support from children and young people (CYP) and their families. This reflects a genuinely collaborative partnership, recognising and valuing expertise from across services, settings and lived experience to support shared decision-making and improved outcomes.

Accessible through a clear, consistent request pathway	One point of contact for SENCOs and school leaders through the Inclusion lead team model across clusters. One digital platform for referrals featured on www.bcp-gati.com with one triage approach for 'expert' allocation linked through to a clear monitoring and evaluation system.
Responsive, school-based support with defined timescales	We will ensure responsive, school-based support through a clear and accessible model that prioritises timely intervention. A swift 'soft triage' process will enable needs to be identified and addressed within defined timescales. Each setting will have a consistent point of contact who knows their context and can provide tailored support. Requests for help will be simple and accessible, underpinned by a proactive approach so that support is offered without schools needing to formally request it, ensuring timely, informed, and effective responses.
Close partnership with SENCOs, senior leaders and class teachers	Grow our own 'experts': SEND Lead Practitioners from settings and schools will be seconded across clusters to enhance the offer and support development of universal support. The secondments will be for two days per week to ensure we retain expertise in our settings and can alternate across the academic years to continue to grow a wider group of inclusion lead practitioners. In addition, we will strategically review themes and needs across the cluster, drawing on a range of data, professional dialogue, and school-level insight, to identify both common priorities and emerging challenges. This will ensure that cohesive, evidence-informed whole-cluster support, training, and guidance are systematically planned, appropriately targeted, and effectively implemented to strengthen inclusive practice and improve outcomes for all learners.

The foundation of the delivery model is rooted in the BCP Graduated Approach to Inclusion (GATI), accessible via www.bcp-gati.com. This platform provides a comprehensive baseline of support, guidance, live examples, case studies, and a clearly defined Ordinarily Available Provision (OAP) framework. It ensures that all practitioners have a shared understanding of expectations and access to consistent, high-quality resources to inform inclusive practice.

All schools and settings are expected to engage proactively with this framework, working diligently to develop and evidence a robust and effective ordinarily available offer. Establishing this strong baseline is essential to ensure consistency, accountability, and high standards of inclusion across BCP. This solid foundation enables the delivery team to build and strengthen the wider Expertise at Hand (EAH) model, ensuring universal, targeted and targeted+ support is layered effectively on top of a secure, embedded everyday provision.

The BCP Experts at Hand delivery model is designed to provide a coherent, equitable, and high-impact system of support across all schools and settings. Our model focuses on cluster level, whole schools and group level delivery.

The core team will be led by a Team Lead for BCP Inclusion Leads, supported by five Inclusion Leads. Each Inclusion Lead will cover two of the 10 clusters across BCP. Early Years Area SENCOs will be linked to clusters in line with their geographical scope, ensuring alignment between early years settings and school-age provision to support effective transition. There will also be Post 16/FE allocation to the Inclusion Team Lead, who will work closely with the Education Effectiveness lead for pathway planning to ensure support is secured in this space. This structure ensures consistent coverage, clear accountability, and strong locality-based relationships from 0-25.

Inclusion Lead Role Approach - Inclusion Leads will primarily operate at whole cluster level to identify trends, analyse emerging themes, and respond strategically to areas of need. They will provide targeted training support, high-quality guidance, and practical strategies, with a clear focus on strengthening teaching and learning, developing an inclusive curriculum, and building system-wide inclusive leadership. They will ensure that best practice is shared effectively across schools, drawing on successful case studies to promote evidence-based approaches and consistently improve inclusive classroom practice. Through this work, Inclusion Leads will support leaders and practitioners to embed inclusive pedagogy, adapt curriculum design to meet diverse needs, and develop strong, sustainable leadership of inclusion across the system.

At an individual school level, Inclusion Leads will offer more focused support through whole-school inclusion audits, tailored training, and ongoing coaching for SENCOs and senior leaders. They will play a key role in building leadership capacity for inclusion, supporting schools to develop and implement robust, sustainable SEND and inclusion strategies. This will include designing and mapping a comprehensive CPD programme that reflects both cluster-wide priorities and individual school needs, ultimately driving consistent, high-quality inclusive practice across all settings.

Within each cluster, the Inclusion Lead will be complemented by two seconded school leaders with strengths based upon the distribution of phase within the cluster, creating a skilled and practice-informed network of 10 secondees across the system. This combination of system leadership and current setting and school-based expertise strengthens relevance, credibility, and practical application in day-to-day educational contexts. We aim to extend this further by adding lead practitioners from both Early Years and Post 16/FE and the Best Start Inclusion Practitioners as the model progresses.

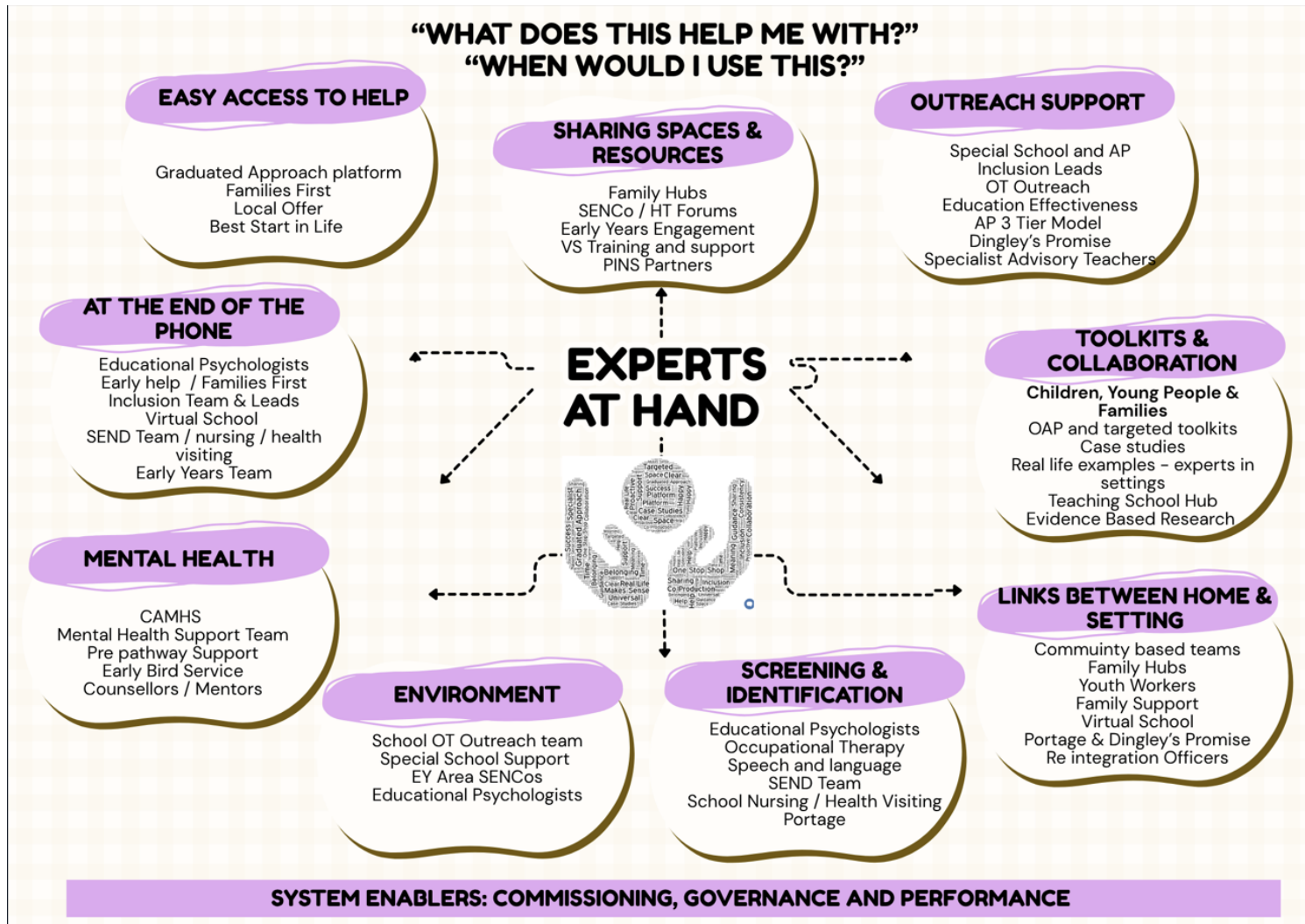
Each cluster is further enhanced by the dedicated involvement of one Educational Psychologist, Occupational Therapy and a Speech and Language Therapist, ensuring access to specialist knowledge that supports both universal and targeted provision. This multidisciplinary approach enables early identification, effective intervention, and the development of inclusive practices across settings. There will be a structured programme of training for identified experts to ensure a consistent approach, build professional strength, and support effective collaboration. This programme will focus on developing shared understanding, enhancing expertise, and fostering a cohesive network of professionals who can work together confidently and consistently to deliver high-quality outcomes.

Oversight and strategic direction are strengthened through increase to Senior EP time, and a Team Manager for Inclusion Leads, who is responsible for scrutinising data, drawing on local intelligence from partners, and applying a robust RAG-rating system across schools. Health leaders will have a key role in this scrutiny, and the Advanced SALT Practitioner will ensure alignment with health level data, whilst also improving cross boundary working and championing the link across local authorities. This ensures that resources are deployed equitably, areas of need are prioritised, and the reach and impact of the model are continuously monitored and refined.

Importantly, every school benefits from a single, consistent point of contact through their Inclusion Lead, supported by a wider “team around the school” that brings together education, health, and local authority expertise. This model also includes out-of-area mainstream and further education settings within its allocation, ensuring comprehensive system coverage.

By bringing together all partners, the model creates a rich, collaborative network of expertise. This integrated approach not only enhances capacity within schools but also ensures that children and young people receive timely, inclusive, and high-quality support making Experts at Hand a strong, sustainable, and forward-thinking model for inclusive education.

2. Our Support Eco System



3. Visual Delivery Model

BCP EXPERTS AT HAND DELIVERY MODEL

A locality-based early intervention model at the heart of the Graduated Approach, strengthening inclusive practice through early identification, timely support, and improved outcomes for children and young people with SEND.

Joint commissioning, strong administrative function, digital solutions



Underpinned by the Graduated Approach & Ordinarily Available Provision Framework (www.bcp-gati.com)



Area of Need	Universal Offer	Targeted Offer	Expert(s) at Hand
Communication and Interaction 	Guidance, support and coaching: - Promoting the use of clear, consistent language and instructions across all staff - Embedding visual supports such as timetables, symbols or now/next boards into everyday practice - Developing structured routines and predictable classroom environments that support understanding and reduce anxiety - Supporting teachers to create rich opportunities for talk, interaction and language development within lessons <i>Audit of the sensory environment</i> across classrooms and communal spaces (e.g. lighting, acoustics, visual clutter), with practical recommendations to create more inclusive, low-arousal learning environments.	- Guidance on delivering small group language and social communication interventions - Support to implement adapted teaching approaches, including chunking, repetition and modelling - Advice and modelling of effective adult support to scaffold pupil interactions - Development of individual communication strategies, such as visual supports, structured scripts and personalised approaches - group-based sensory regulation programmes (e.g. movement breaks, sensory circuits), alongside training for staff on how to embed strategies into daily routines.	BCP Council Inclusion Leads SEND Lead Practitioners (school leaders) – Universal Special School and Alternative Provision Outreach Team Early Years Area SENCos Speech and Language Therapists Educational Psychology Schools Occupational Therapy Sensory Outreach Service BCP GATI NHS Occupational Therapy Team The Balanced System
Cognition and Learning	Promoting quality first teaching with effective scaffolding, enabling all pupils to access learning	Guidance on delivering small group and 1:1 intervention focused on developing specific skills	BCP Council Inclusion Leads SEND Lead Practitioners (school leaders) – Universal

	- Supporting the use of clear instructions, modelling and worked examples to build understanding and independence - Embedding opportunities for overlearning and repetition to consolidate key skills and knowledge - Developing adaptive teaching approaches to meet the diverse needs of learners within the classroom	- Support with pre-teaching and overlearning of key concepts to build confidence and understanding - Advice on additional scaffolding and adapted resources to enable pupils to access the curriculum more effectively - Development of individual targets and focused support plans to guide teaching and monitor progress	Educational Psychology Special School and Alternative Provision Outreach Team
Social, Emotional, Mental Health (SEMH) 	- Promoting positive, relational approaches to behaviour, rooted in strong adult–pupil relationships - Supporting the development of clear expectations and consistent responses across all staff - Embedding emotional literacy within the curriculum to help pupils understand and express their feelings - Creating safe, calm environments and predictable routines that promote a sense of security and readiness to learn <i>Audit of the sensory environment</i> across classrooms and communal spaces	- Guidance on delivering small group interventions, including social skills and emotional regulation programmes - Support to implement check-in/check-out systems and key adult approaches to strengthen relationships and daily support - Development of individual behaviour and regulation plans tailored to pupil needs - Advice on flexible, responsive approaches to support engagement and participation in learning	Early Years Inclusion Leads Special School and Alternative Provision Outreach offer Mental Health Support Team Educational Psychology CAMHS Virtual School Family Hubs Attendance and Inclusion Service
Sensory and Physical	Guidance on developing calm, well-organised environments, including the effective management of noise,	Development of individual sensory strategies and	Specialist Teachers

	lighting and space to support sensory regulation and accessibility • Support to embed regular movement opportunities and brain breaks throughout the day to promote regulation, attention and wellbeing • Advice on flexible classroom approaches, including seating, positioning and layout, to ensure all pupils can access learning comfortably and effectively including the use of assistive technology • Building whole-staff awareness of sensory regulation, including understanding and responding to the needs of pupils with sensory impairments We place a strong emphasis on inclusive practice for pupils who are deaf or visually impaired, supporting schools to: • Optimise acoustic environments and communication approaches for deaf learners • Ensure clear visual access, appropriate positioning and use of resources for blind or visually impaired pupils • Promote inclusive classroom routines and staff awareness so that sensory differences are anticipated and supported as part of everyday practice	personalised support plans tailored to each pupil's needs • Advice on and access to specific resources (e.g. fiddle tools, seating supports, sensory equipment) and including assistive technology, to aid regulation and engagement • Guidance on implementing timetabled movement or sensory breaks as part of structured daily routines • Support to make targeted adaptations to the environment to reduce barriers and optimise access for individual pupils	Special School and Alternative Provision Outreach Team Physiotherapy Service School Nursing Portage NHS Occupational Therapy Health Visiting SEND Sufficiency Team (Accessibility) Schools Occupational Therapy Sensory Outreach Service BCP GATI
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Collaboration and communication with families & young people 	• Expert Advice and Guidance – Practical, timely support to strengthen inclusive practice. • Family Partnership Support – Help to communicate and co-produce effectively with families. • PINS partner programme – Support aligned with the Partnership for Inclusion of Neurodiversity in Schools. • Lived Experience Training – Sessions co-delivered by parent/carers to build understanding and empathy. • Capacity Building – Developing staff confidence and sustainable inclusive practice. • Quick Wins for Teachers – Practical, low-effort inclusive strategies.	Advice and guidance to support improved communication and collaboration • Mediation training support for schools and settings at the targeted level • Autism Awareness (Reality Bus) – Experiential understanding of autism. • Environmental & Sensory Support – Audits and wellbeing strategies. • School Collaboration Networks – Shared learning and joint problem-solving. • Parent–School Partnership Support – Strengthening co-production with families. • Tailored Support Offer – Flexible packages to meet school needs.	Parent / carer guidance Family resource packs Participation team Children and young people Family Support Team and Early Help Family Hubs Youth service
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5. Aligning with the Targeted Funding Cluster Model

Experts at Hand (EAH) delivers rapid, specialist support to strengthen practice, while the new Cluster Funding approach provides flexible resources to meet identified needs; together, they form a cohesive, needs-led system where expert insight informs funding decisions and supports sustainable, long-term capacity building.

Element of Alignment	How
Integrated Cluster Model	Align both models to the same cluster structure. Inclusion Leads act as the bridge between: • EAH support (practice) • Cluster funding decisions
Graduated Approach Pathway	Universal Support • Access to one point of contact and cluster level support • Soft triage and requests for help • Main offer: Inclusion leads and School/Setting practitioners • Coaching, modelling, problem-solving Targeted Support linked to cluster funding • Funding for: ○ Individual pupils ○ Groups ○ Whole school / cluster wide projects
Single 'Request for Help' pathway	• One digital platform on the Graduated Approach and triage process for EAH • Cluster level monitoring and evaluation to assess impact of EAH, identify key themes and areas for improvement

	• Link EAH cluster level work with the targeted funding • Cluster level decisions to enhance and support EAH work
Cluster Meetings as the Integration	Cluster meetings become the point where: • Cases are discussed (solution-focused) • EAH insights are shared • Best practice is transferred
Funding linked to strong inclusive practice	Funding requests must demonstrate: • Engagement with Graduated Approach / Ordinarily Available Provision • Evidence of EAH involvement where needed

6. Requests for Help

Access to Experts at Hand should be driven by identified need rather than a traditional referral process, ensuring that support is timely, responsive and proportionate. By removing unnecessary thresholds and bureaucracy, practitioners can engage with expertise as soon as challenges emerge, enabling earlier intervention and preventing escalation. This needs-led approach promotes professional agency, supports a culture of collaboration, and ensures children and young people receive the right support at the right time without delay.

This is underpinned by cluster team approach with practitioners who know their schools and settings in depth. Through strong relationships and a human, relational approach, support is proactive as well as responsive — with expertise offered, based on data and contextual analysis, not just requested — building confidence and trust over time.

A simple online digital solution provides a structured pathway for settings and schools to access support. Each setting has a designated point of contact who works with services to discuss concerns, support light-touch triage, and agree appropriate next steps. Our offer and model will be published as a structured support menu on our local offer and BCP Graduated Approach platform.

Where additional support is required, a “Request for Help” can be submitted either alongside the point of contact or independently. The form captures key information, including:

- Details of the universal and whole school offer already in place
- Evidence of ongoing concerns and areas of need
- The type of support being requested

A clear closing the loop approach underpins our model, ensuring that support begins with a shared understanding of need, followed by purposeful, tailored intervention, and a robust evaluation process. Impact is captured through both qualitative feedback (from practitioners, children, young people and families) and quantitative measures, enabling services and settings to evidence progress, refine practice, and inform future support. This cyclical process of assess, deliver, review and record strengthens accountability, builds learning over time, and ensures that support remains responsive and effective. This approach to evaluation will feed through to the termly cluster reporting to consistently recognise and support the wider themes.

Keeping the request form simple and effective

- Mostly tick boxes + very short answers
- Drop-down menus instead of long writing
- Auto-fill from previous submissions where possible
- “Guidance tips” next to each section (e.g. examples of good responses)
- Smart prompts based on earlier answers (e.g. attendance triggers EBSNA support options)

Impact of quick fill form

- Speeds up completion (5–10 minutes max)

- Improves consistency and quality of information
- Supports light-touch triage at submission point
- Reduces unnecessary escalation by prompting reflection
- Allows central triage to quickly match need to the identified support level

All submissions are directed to a triage service, where they are reviewed weekly to enable rapid allocation of support. This ensures the most appropriate level and type of support is identified, providing a coordinated and timely response.

The Request for Help process is designed to be supportive and not a burden for settings and schools. It is intentionally framed as a request rather than a referral, promoting collaboration and early help. The process aims to act as a practical, user-friendly tool that helps settings clearly communicate needs and access the right support at the right time.

Avoiding Bottleneck of requests

To prevent bottlenecks, we will move from fully centralised decision-making to a more distributed model, supported by clear guidance and strong escalation pathways by taking the following steps:

1	Introduce Light-Touch Triage At the point of contact, implement a quick 15-minute triage: What is happening, what can be done immediately, what level of support is needed?
2	Strengthen Points of Contact Equip Inclusion Leads and EY Area SENCOs with: Clear role expectations and authority to act at an early stage
3	Standardise Decision-Making Provide a clear decision-making framework and guidance on when to escalate vs manage internally
4	Enable 'Consult Before Submit' Offer quick-access informal advice routes (Teams, hotline, drop-ins) to resolve issues early and reduce formal requests.

5	Build Peer Support Networks Set up regular case discussions and learning sessions to: Improve consistency, increase confidence and reduce inappropriate referrals
6	Improve Quality of Requests Introduce smart request forms, examples of strong submissions and pre-filled insights from triage
7	Use Data to Predict Pressure Points Track and review volume and trends in requests, geographic and locality patterns and types of need and seasonal spikes
8	Implement a Tiered Response Model Ensure support is proportionate: Universal: signposting and guidance, Targeted: focused support, Specialist: expert intervention

7. Allocation based on data and contextual information

Our data tracking approach is designed to ensure that the deployment of expertise is strategic, equitable, and impact driven. By bringing together multiple data sources, we aim to shift deployment from a reactive model to a preventative one, enabling earlier intervention where need is emerging.

This ensures that resources are allocated fairly, rather than being driven solely by levels of demand or those most able to request support. Through careful analysis, expertise can be targeted to where it will deliver the greatest system-wide benefit, while also building local capacity within settings. Over time, this strengthens inclusive practice and reduces reliance on specialist intervention, creating a more sustainable and resilient system.

We will strategically triangulate using the data sources detailed in the table below to answer three key questions:

1. Where is our help needed the most?
2. Where is the system under pressure?
3. Where will EAH have the greatest impact?

Data Type	What will we track	How it will be used
Demand Data	- Volume of EAH requests - Time from request for help to receiving support (timeliness)	Demand data will identify where schools and services are actively seeking support and where bottlenecks are emerging. High volumes of requests or delays in response times will signal pressure points in the system. This allows for short-term reallocation of experts to manage immediate demand and prevent escalation of need.
Pupil level need data	Levels of EHC needs assessment requests	This data provides insight into underlying and emerging need at pupil level. Rising EHCNA requests may indicate unmet need earlier in the system. Experts can be deployed upstream into these settings to strengthen early intervention, reduce escalation, and build school capacity before statutory processes are required.
Education Data	Indicators of lost learning: - Attendance and persistent absence (including EBSNA) - Exclusion - Levels of off-site direction - Movement to EHE - Requests for alternative provision - Use of part time timetables	Education indicators reflect how well needs are being met in practice. Patterns of absence, EBSNA, and exclusions highlight cohorts or settings where inclusion may not yet be effective. Experts can be targeted to these schools or groups to support inclusive practice, reduce exclusions, and improve engagement.
Health data	- Speech & Language and Occupational Therapy caseloads - Balanced System Scorecard	Health caseload data highlights demand on specialist services and potential waiting pressures. Where caseloads are high, EAH experts can complement or

	• CAMHS • Mental Health Support Teams	extend provision through indirect support (e.g. staff training, environmental adaptations), helping to maximise impact without duplicating specialist roles.
Capacity Data	• RAG ratings from inclusion audits	Capacity data provides a view of how well settings are equipped to meet needs independently. • Red settings: prioritised for intensive, sustained expert involvement • Amber settings: targeted support to prevent decline • Green settings: lighter-touch or system leadership roles (e.g. peer support, modelling practice) This ensures resources are distributed proportionately and builds long-term system resilience.
Contextual and equity data	• Levels of deprivation and contextual vulnerability	This ensures allocation is equitable rather than purely reactive. Areas of higher deprivation may experience greater complexity of need and reduced capacity to respond. Experts will be proactively deployed to these areas to reduce inequalities and prevent widening gaps in outcomes.
Outcomes Data	• Increased pupil engagement • Reduction in parental requests for EHCNAs • Improved attendance	Outcomes data closes the loop by evaluating whether deployment decisions are having the intended impact. It will inform ongoing refinement of the model, identifying which types of intervention, in which contexts, lead to the

	Reduced school moves / placement instability	best outcomes, so that future allocation becomes increasingly precise and evidence based.
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8. Governance and monitoring

The Experts at Hand governance structure is designed to provide a clear, multi-layered framework that ensures accountability, strategic oversight, and continuous improvement across the system. Rooted in a strong foundation of Ordinarily Available Provision (OAP), the model is monitored at cluster level through regular data-informed review and evaluation, led by Inclusion Leads and supported by practitioners and secondees. Insights from this work are captured through termly and highlight reporting, which provide a coherent picture of impact, emerging trends, and areas for development.

Governance at school cluster level is essential within the Experts at Hand model because it provides clear strategic direction, accountability, and coherence across multiple settings working together to support inclusive practice. By establishing shared expectations, decision-making processes, and quality assurance mechanisms, governance ensures that expertise is effectively mobilised and consistently applied across the cluster, rather than remaining isolated within individual settings/schools. Strong governance also enables efficient use of resources, coordinated professional development, and informed evaluation of impact, which are all critical to improving outcomes for children and young people with SEND.

Strong cluster reports will be scrutinised by the Inclusion Steering Group, before feeding into the SEND and AP System Leadership Board for strategic oversight with a link to joint commissioning to inform partnership-wide decision-making. Under the leadership of the Senior Responsible Officer, this end-to-end governance approach ensures that the Experts at Hand model remains equitable, responsive, and aligned with wider system priorities, with the voices of children, young people, and families embedded throughout.

Outcome measures within the *Experts at Hand* model will align with the emerging [A Pupil Engagement Framework that recognises all young people - Academy21](#), supporting a consistent and inclusive understanding of how all young people experience education. In line with the White Paper expectations, the model will prioritise monitoring key indicators such as pupils' sense of belonging, feelings of safety, quality of relationships with peers and staff, access to inclusive and accessible learning, and levels of motivation and value placed on school. These measures will be explicitly linked to BCP's broader outcomes framework, ensuring that engagement data strengthens the evaluation of inclusion, wellbeing, and participation across the system. Although the national framework is not due for implementation until 2029 and is not yet reflected in current DfE reform guidance, its early

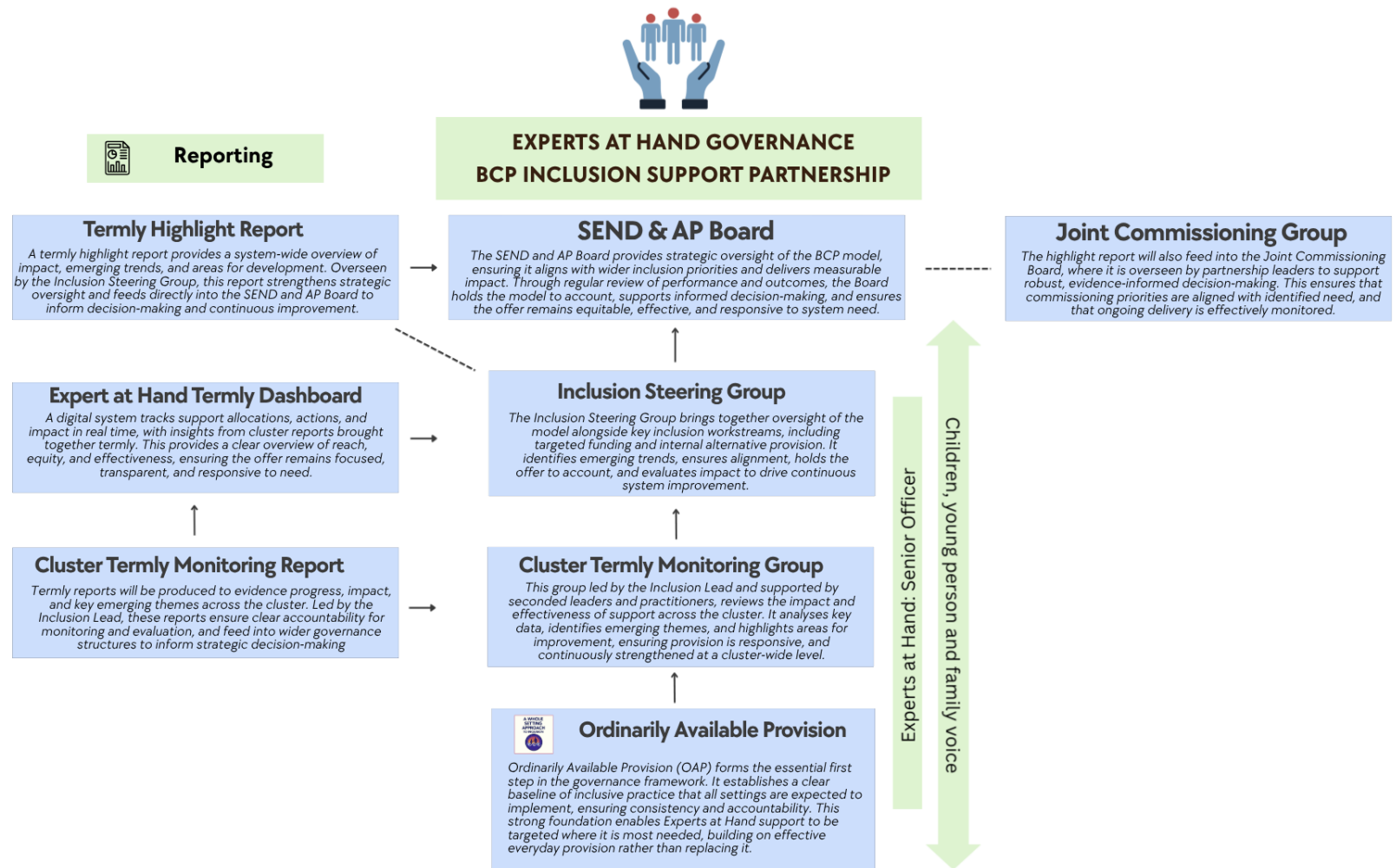
adoption within the model enables proactive alignment with future expectations and supports a more responsive, needs-led approach to delivering improved outcomes.

Partnership wide communication and collaboration

Regular updates will be shared through Headteacher briefings, SENCo forums, and all phase education bulletins to ensure transparency, engagement, and effective communication across the system. Alongside this, we will actively communicate the development and growth of the Experts at Hand model by systematically gathering insight and feedback from practitioners, children and young people (CYP), and families. This ongoing dialogue will enable us to remain responsive and continually refine the offer to meet emerging needs. Monitoring processes will not only track impact but will also be used to celebrate the successes of our schools and settings, showcase innovation, and highlight effective inclusive practice. By sharing these examples widely, we will promote best practice and foster a collaborative, reflective community across the whole of BCP, where learning is shared, expertise is valued, and continuous improvement is embedded.

We will actively engage schools and settings in showcasing the impact of the *Experts at Hand* model through a range of collaborative forums, live practice examples, and the sharing of lived experiences and case studies. This will include opportunities for practitioners to present real-time implementation in action, highlight inclusive strategies, and reflect on outcomes for children and young people. Capturing authentic voices, from staff, pupils, and families, will be central to demonstrating the practical difference the model makes. This approach not only builds shared understanding and confidence across the system but also supports peer-led learning, strengthens professional networks, and promotes consistent, evidence-informed practice. By making the work visible and relatable, we create momentum for wider adoption and ensure that improvement is grounded in what works in real contexts.

Governance and Monitoring Visual



9. 3-year plan to build EAH Team

Year	Teams / Service to be live
YEAR 1	• Inclusion lead Team manager and 5 additional team members • 10 Seconded educational setting leaders (Director of Inclusion, Head Teacher, SENCo) • Expansion of Special School and AP Outreach • Parent Carers Together capacity to implement universal and targeted support offer • Allocation of current Educational Psychology capacity with expansion of Educational Psychologists and Assistant Educational Psychologists • Allocation for SALT per cluster to support at universal and targeted level • Links across existing services to secure reach and equity: BCP Council Schools Occupational Therapy Outreach Service, Early Years Area SENCos, Mental Health in Schools Team and CAMHS • Digital platform to support requests for help, monitoring and evaluation • Governance and monitoring processes • Administrative support • Trial in one cluster to evaluate model and secure final architecture
YEAR 2	• Expansion for Educational Psychology • Joint commissioning with ICB
YEAR 3	• Full BCP Experts at Hand model in place

10. Strengthened Staffing

We will make investment in expanding our staffing structure to ensure a strong, coordinated and high-quality offer across all clusters. This includes the addition of an Educational Psychologists, Assistant Educational Psychologists, Occupational Therapists, Inclusion Leads, School/Setting Secondments, and enhanced High-Level Administrative capacity.

This breadth of expertise ensures that each cluster is fully supported by a multidisciplinary team, bringing together specialist knowledge, frontline practice and strategic oversight. The inclusion of seconded school and setting staff strengthens the connection to practice, while increased administrative capacity ensures efficient coordination and responsiveness. With clear leadership and oversight now firmly in place, this enhanced staffing model positions us strongly to deliver an integrated, efficient and impactful service—ensuring consistent support, improved collaboration and the capacity for all partners to thrive together

Year 1 Costs

Staff Title	Number of Additional Colleagues (FTE)	Funding per staff member with oncosts	Total Year 1
Staffing (Total Cost: £1,967,069) 80%			
EAH Lead	1	£156,000	£156,000
Senior Educational Psychologist	2	£91,321	£182,642
Educational Psychologist	5	£88,575	£442,875
Assistant Educational Psychologist	5	£54,000	£157,000
Occupational Therapist	4	£63,000	£147,000
Occupational Therapist Assistant	1	£35,412	£20,657
Inclusion Lead (Specialist Teachers)	5	£72,000	£360,000
Inclusion Lead Team Manager	1	£75,000	£43,750
School/Setting Secondment Specialist Teachers	10 secondments	£58,500 pa	£316,875

Speech and Language Advanced Practitioner Contribution	Contribution across the cluster	£34000	£5220
Speech and Language Therapists	5	£54,020	£135,050
Administration (Total Cost: £248,250) 10%			
Cluster Co Ordinator	5	£39,000	£113,750
Data Analysis Lead	1	£75,000	£37,500
Data Forecasting	Staff Time	£55,000	£97,000
Transformation (Total Cost: £250,200) 10%			
SEND Reform Project Manager	1	£156,000	£156,000
Joint Commissioning Lead	0.7	£59,800	£29,900
Digital Tools and Dashboard	Staff Time	£20,000	£30,000
Finance Analysis Module	Software	£17,000	£17,000
Finance Adviser Support	Staff Time	£5,000	£5,000
Communications and Web Design	Staff Time	£20,000	£10,000
Co Production Activity	Staff Time	£2300	£2300
		TOTAL	£2,465,519

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Bournemouth, Christchurch and Poole

APPENDIX 5: Co-Production



PARENT CARERS TOGETHER
Bournemouth Christchurch Poole



Co-Production of our Local SEND Reform Plan

In BCP we are committed to working together in partnership to shape our plans

At every stage of our preparing our Local SEND Reform Plans we have worked in partnership and through co-production to ensure that our plans are reflective of the needs of our local population and are founded in an accurate and robust understanding of our partnership strengths and areas for further development.

Completion of the Local Partnership Maturity Assessment Tool

Our approach to completion of the tool was robust, thoughtful and honest. The partnership chose to complete the tool early when it was still optional, recognising the value it would add for our partnership's leadership.

We triangulated data, drawing on the outcome of our Local Area SEND Inspection in November 2025; the results of our SEND Survey also in November 2025, which sought the views of parents, carers and children and young people; our SEND Self-Evaluation Framework from November 2025 and our SEND and Alternative Provision Improvement Plan.

This evidence was then reviewed through a SEND Summit Workshop including representation from Parent Carers Together, Health, Education, Social Care, Commissioning and the DfE, where assessment gradings were allocated.

This was then reviewed, including moderation of gradings to ensure consensus, and final formal sign-off was given by the SEND and Alternative Provision System Leadership Group, which has full partnership leadership representation.

Before we started to write our SEND Reform Plan, we worked across our partnership through a series of co-production workshops and events so we could build it collaboratively from the ground up.

We held 6 sessions with children and young people with SEND in their schools

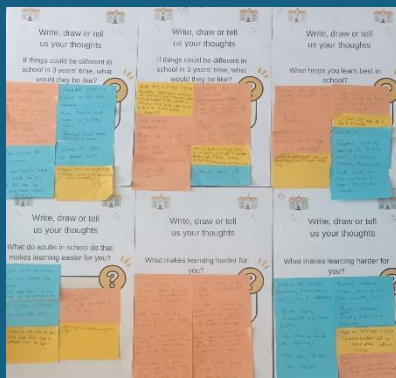
We had written feedback from students at Bournemouth and Poole College and care experienced young people

Parent Carers Together worked with us and ran two sessions for parents and carers, one in person and one online in the evening

We held 3 multi-agency practitioner sessions that brought together 130 practitioners from schools, nurseries, colleges, speech and language therapy, occupational therapy, educational psychology, social care, commissioning, place planning and early help.

We listened carefully, and people were really clear about what they wanted.

"We want schools to be accepting, welcoming and supporting so that everyone has the same experience in every school."



Children and Young people told us

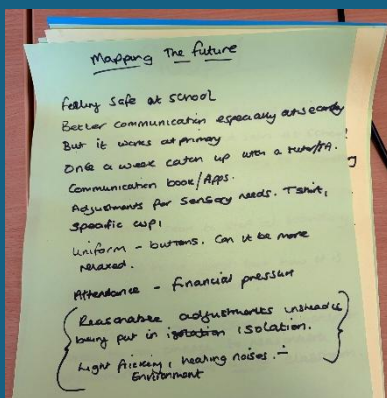
"We want schools to be accepting, welcoming and supporting"

"All schools will be better for people with different needs and disabilities"

"More fun, less sitting still."

"Bring in outside resources that the school doesn't have"

"More sensory / breakout spaces for those with additional needs"



Parents and Carers told us

We want children to feel safe and thriving, included and understood

We want support that is flexible and based on need

We want good and transparent communication

We want reasonable adjustments including for sensory needs



Practitioners from across education, health and social care told us

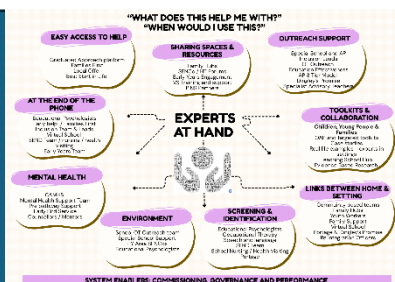
Children and young people should be at the heart

More children should be genuinely included in mainstream education

School environments will be more flexible and adaptive to pupils' different needs

No wrong door approach – right support at the right time

Early support for parents and practitioners



We held 13 workshops with a wide range of practitioners from across education, health and social care, as well as representatives from Parent Carers Together. These shaped initial high-level ideas to share in co-production sessions, then took findings from co-production findings and shaped them into the foundations of our plan

Workshops were structured to cover the core minimum requirements for SEND Reform with a focus on key areas of the plan including Experts at Hand, Co-production, Effective Practice, Partnerships, mediation, early years and post-16.



We held a Local Area Partnership Senior Leader co-production session which brought together all our findings at a strategic level. This session included Parent Carers Together, and school and political representation, as well as our DfE Regional Advisor.

Leaders heard the voices of children and young people, parents and carers and multi-agency practitioners and provided check and challenge to the foundational content produced by our working groups.

By the end of this session we had shaped our theory of change, and reviewed our governance approach and how we will ensure outcomes are achieved

What we Heard: Three Year Vision

Children and young people describe a future where all schools are **welcoming, accepting and inclusive** to children with different needs and disabilities. They want a **fun, flexible and creative** learning environment which responds to different sensory needs.

Parents and carers want a future where children **feel safe, included and understood** and support to needs, **flexible** and with reasonable adjustments made as part of standard practice. They want good **communication** and information.

Practitioners described a future system that places **children and young people at the heart**, that is **needs-led**, inclusive, and where consistent, rapid, early support is delivered through **skilled professionals and strong partnerships**. This will ensure children and families are heard, supported and can be confident in the offer.



We held two multi-agency co-writing days during which we wrote and edited our plan.

As we wrote the plan we ensured we had a continuous reflection from parents and carers.

Their views and words are threaded throughout our plan and during these sessions we used this to set our vision and goal, and our priorities for the next three years

You Said, We Did

From beginning to end our plans have been developed in co-production. Our three-year roadmap and our strategy for change reflects the voices of children and young people and their families and their words are at the heart of our three year vision.

“We belong. We’re listened to. We can thrive”

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

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Bournemouth, Christchurch and Poole Local SEND Reform Plan June 2026

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PARENT CARERS TOGETHER



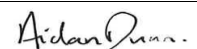
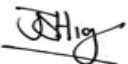
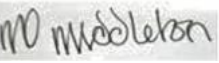
Bournemouth Christchurch Poole



Name of Local Authority: BCP Council

Name of Integrated Care Board: NHS Dorset

Local SEND Reform Plan SRO: Lisa Linscott

Role	Name	Signature	Email contact	Date
BCP CEO	Aidan Dunn		Aidan.Dunn@bcpcouncil.gov.uk	16/06/2026
ICB CEO	Jonathan Higman		jonathan.higman@nhs.net	16/06/2026
DCS	Cathi Hadley		cathi.hadley@bcpcouncil.gov.uk	15/06/2026
Local Authority CFO	Matthew Filmer		matthew.filmer@bcpcouncil.gov.uk	18/06/2026
Place Director for CYP and Maternity	Lucy Baker		lucy.baker8@nhs.net	15/6/2026
PCT Parent / Carer Forum	Louise Middleton		louise@parentcarerstogether.org.uk	15/06/2026

Executive Summary

We have listened carefully to children, young people and families in developing our local vision. As one young person told us: *“we want schools to be accepting, welcoming and supporting so that everyone has the same experience in every school”*. Our delivery programme sets out how we will build an inclusive 0-25 system where children and young people with SEND are supported early, consistently and close to home, and where belonging is embedded in everyday practice.

Our 3-year ambition is clear: ***“We belong, We’re listened to. We can thrive”***.

BCP is well positioned to deliver reform, with strong leadership and partnership across education, health, care and the voluntary sector, and a shared commitment to improving outcomes for children, young people and families. Our Local Partnership Maturity Assessment confirms developing strengths in governance, co-production, early identification and inclusion, and our recent inspection recognised improving lived experience. However, challenges remain and children and young people with SEND and their families still have inconsistent experiences and outcomes.

BCP has experienced a sustained increase in Education, Health and Care Plans (EHCPs) in recent years, above national and regional averages, with growth in autism, social, emotional and mental health, and speech, language and communication needs. Use of alternative provision and Independent Special and non-maintained Special Schools is also higher than average.

We will strengthen inclusive practice across settings, provide timely and flexible support without unnecessary barriers, and ensure the right provision is available at the right time. In three years, BCP will have a mature, integrated Experts at Hand model that is a normal, trusted part of everyday practice. The system will be visible, well understood, and positively experienced by settings, families, and practitioners. Everyone will understand their role in supporting children and young people and work together to ensure the right support in the right place at the right time.

We will build skills, confidence and capacity in our workforce across education settings, local authority and health, focusing on inclusive practice, group level interventions and efficient use of specialist expertise. Workforce sustainability and value for money are central to programme delivery.

We will address variability in experience by improving communication, co-production and partnership working. Delivery of our plan will build confidence among children, families and professionals that the system can respond early, fairly and consistently.

By 2029, children and young people with SEND will experience greater belonging, earlier support and improved outcomes. Families will report increased confidence and trust in the system, and partners will share responsibility for inclusion. Through delivery of this plan, we will reduce reliance on crisis responses and escalation, stabilise high needs pressures, improve value for money and support the long-term financial sustainability of the system. We will see reduced request for EHCNAs as more children and young people in mainstream settings will benefit from earlier support as our Experts at Hand model build confidence. We will see a decrease in the use of alternative provision and increase in children and young people remaining in their community settings and schools.

Section 1 – Vision and Goals

We will deliver a fully inclusive 0–25 SEND system in which children and young people feel ***they belong, are listened to, and can thrive***. Through strong partnership working and co-production, children, young people and families will receive high-quality, timely support in their local communities, enabling the majority to succeed in inclusive mainstream settings, with responsive access to specialist support when needed.

Our Goals

A. Improve Outcomes for Children and Young People

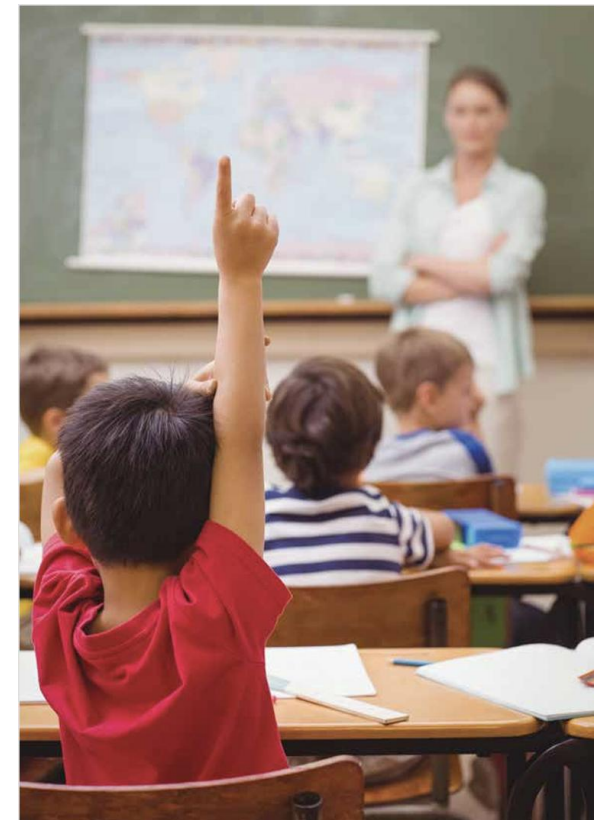
Children and young people with SEND achieve strong outcomes.

- Increase attendance of children and young people with SEND
- Increase the proportion achieving a Good Level of Development (EYFS)
- Increase the number sustaining education, employment or training post-16

B. Strengthen Inclusive Mainstream Provision

Mainstream settings are inclusive, confident and equipped to meet needs early.

- Increase the proportion successfully supported in mainstream settings with a strong universal offer
- Increase specialist places and resource base provision within mainstream
- Reduce reliance on EHCPs through earlier intervention
- Increase access to support through the Experts at Hand model
- Reduce reliance on alternative provision through earlier identification



C. Improve Confidence of Children, Families and Partners

Families experience a transparent, responsive, co-produced system.

- Increase parent and carer satisfaction
- Strengthen co-production and engagement with families
- Improve lived experience and feedback from children and young people

D. Deliver Financial Sustainability and Value for Money

Resources prioritise early intervention and inclusion.

- Reduce High Needs Block pressures over time, turning the curve on in year deficits
- Shift investment toward inclusive mainstream provision
- Strengthen financial governance and accountability

E. Strengthen System Leadership and Accountability

Partnership leadership is collaborative, data-driven and outcome focused.

- Embed strong multi-agency governance and decision-making
- Use maturity frameworks to drive improvement
- Ensure robust, data-led performance management across services



Section 2 – Strategy

1. Where the local area partnership expects to be in the next 3 years

Strengthening inclusion across education settings— organising places and provision to meet as many needs as possible, as close to home as possible, with all settings and providers moving towards a shared understanding and consistent practices around inclusion.

System leadership, local partnership collaboration and co-production – putting in place the enabling conditions across a local area that ensures planning and provision reflects the local area & is joined up, including strategic co-production with parent carers and children and young people.

Access to specialist support and local placements – improving collaboration between settings and deploying expertise from a range of specialist and expert sources, to support schools and settings to meet the needs of children and young people earlier and locally.

Encouraging inclusive culture & behaviours – using funding and shared accountability towards a system that works for children and families while achieving value for money.

Local blueprint for the next 3 years	Where we are	Where we will be in the next 3 years
Building blocks - Strengthening inclusion across education settings (BB1) - Access to specialist support and local placements (BB2) - System leadership, local partnership collaboration and co-production (BB3) - Encouraging inclusive culture and behaviours (BB4)	BCP has strong foundations on which to build a reformed SEND system. There is a shared ambition across the partnership to improve outcomes for children and young people with SEND, and clear alignment with national reforms, particularly the development of an <i>Experts at Hand</i> model. We are well placed to use this moment as a single, integrated reform opportunity that brings together Families First, Best Start in Life and SEND into a coherent, child-centred offer. What Is Working Well The Partnership has already delivered meaningful progress in key areas: Strong practice already in place, including Early Years triage, School Outreach OT,	Over the next three years, BCP will deliver a coherent, place-based system of inclusion and sufficiency, underpinned by a clear graduated approach and a three-tier model of provision spanning universal, targeted and specialist support. Through our inclusive sufficiency strategy and Alternative Provision development, we will ensure that children and young people can access the right support at the right time, within their local community wherever possible, with reduced reliance on high-cost or distant placements. This will be enabled through BCP locality-based clusters of schools and partners, aligned with Family Hubs and Best Start in Life delivery, creating strong networks that foster belonging, shared responsibility, peer support and inclusive practice from early years through to post-16 and beyond. This approach is further strengthened by wider NHS

	MHSTs, the Virtual School, and supported employment pathways post-16, with developing practice of Inclusion Leads and EP consultation. (BB1, BB4) • A strengthened universal SEND offer, co-produced with SENCOs, partners, children and families, which has clarified ordinarily available provision and shared expectations for inclusive practice. Early evidence shows this is supporting earlier intervention and making inclusion “ordinary business” in many settings. (BB1, BB4) • An established approach to the creation and utilisation of inclusion bases, with several initiatives underway to increase capacity across special schools, satellite sites and specialist bases, with further capital projects planned to expand secondary and post-16 provision. Collaboration between the LA, MATs, schools and colleges to identify sites for development is good, resulting in a number of place creation opportunities for further commissioning or capital investment. (BB2) • Improved partnership, leadership and governance, with refreshed boards, clearer shared oversight across education, health and the local authority, a collaborative Best Start in Life Plan and increased effectiveness of multi-agency decision making. (BB3) • A High Needs Block (HNB) Board has been established (BB3) to provide strategic financial oversight for SEND funding. The Board:	system alignment. From 1 April 2026, NHS Dorset Integrated Care Board is clustered with Bath and Northeast Somerset, Swindon and Wiltshire (BSW) ICB and Somerset ICB, embedding improvements for children and young people with SEND in the future operating model. As the ICB strengthens place-based partnerships and moves toward a strategic commissioning function, SEND services will be shaped and delivered through neighbourhood, multidisciplinary teams—supporting more consistent decisions, clearer accountability, and earlier, coordinated support closer to home. (BB1, BB2, BB3, BB4) Our Experts at Hand model will bring together a broad and sustainable workforce, drawing not only on Educational Psychologists, Occupational Therapists and Speech and Language Therapists, but also on practising teachers, SENCOs, inclusion leaders and the Parent Carer Forum, embedding lived experience and frontline expertise into everyday practice. This model will shift the system from referral-led intervention to one rooted in consultation, coaching and capacity-building, strengthening inclusive practice at scale and ensuring that early, locally available support becomes the norm. (BB1, BB3, BB4) This will be delivered through a BCP cluster model, enabling localised, place-based working, with a single point of contact providing a simple, accessible and consistent route into support. A digitally enabled access system will underpin this approach, ensuring transparency, responsiveness and equity, alongside robust monitoring and evaluation processes that track reach, impact and outcomes in real time. These insights will feed into a strong governance structure, with clear lines of accountability from the Experts at Hand Board through to highlight reporting to the SEND and AP
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	• Scrutinises cost drivers and benchmark against comparator authorities • Identifies and monitors cost containment measures to manage demand and expenditure • Ensures value for money through equitable, effective, and sustainable use of resources • Tracks trends in demand, spend, forecasting, and pressures, and implement corrective actions • Monitors quarterly SEND Reform Data Returns • Oversees the deficit recovery plan • Improved relational practice with families, particularly at individual case level, supported by a trusted SENDIASS service, effective mediation and Early Dispute Resolution, and growing confidence that families are being listened to within statutory processes. (BB4) • Areas of excellence at key life stages, notably Early Years (early identification and intervention) and post-16 supported internships and employment pathways, demonstrating what is possible when pathways are well designed around need. (BB1) • Co-produced BCP Three Tier Alternative Provision (AP) delivery plan is in its mobilisation phase and is supported by an	Board. (BB2, BB3) Inclusion leads will play a pivotal role within this model, using data intelligence to target support, address inequities and ensure equitable reach across settings and communities. Delivery will be coordinated through a team manager, who will oversee the deployment of secondees, and inclusion leads, ensuring coherence, consistency and effective multidisciplinary collaboration across clusters.(BB4) We will have a trusted, integrated Experts at Hand system that operates as everyday practice across education, health and inclusion. Schools and settings will experience a simple, fair and transparent system where support is available early, locally and without repeated referrals or unnecessary escalation. Specialist expertise will be brought closer to settings through a single, clear route to multidisciplinary advice, focused on consultation, coaching, modelling and capacity building rather than gatekeeping. Mainstream settings will be able to access support at a setting and group level, building their capacity and confidence to support children and young people with SEND from 0 to 25. (BB1, BB2) A strengthened and fully embedded Universal SEND Offer will ensure that inclusion is understood as “how we work” across all settings. Supported by Experts at Hand, practitioners will routinely access timely advice and coaching to meet need early, without waiting for diagnosis or statutory processes. This will include a strengthened focus on common and emerging areas of need, including speech and language, autism, ADHD and social, emotional and mental health needs. The development of a neurodiversity-informed system, including the implementation of a Neurodiversity Tool and an all-age needs-based model of care for ADHD
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	Alternative Provision Delivery Board and 'The Difference' (a leading education charity). A popular primary network of schools has been established to support improvement at Tier one and development of a secondary network is underway. Provision at one of our Primary Schools has been highlighted to the DfE as an example of best practice. (BB2, BB3) • 'Cradle to Career' place-based working is being positively received by schools and health partners, and this work is being supported by The Reach Foundation (a charity which supports leaders, schools, and communities to build stronger systems of support around children) (BB4) What Needs to Change Despite these strengths, the system is not yet working consistently for all children and young people: • Delivery remains fragmented, with unclear roles, thresholds and pathways, variable follow-through, and uneven access which remains overly referral-led. (BB3, BB1) • Impact is not consistently embedded or evaluated, and learning from complaints, mediation and lived experience is not yet systematically used to drive improvement. (BB4) • Workforce pressures and capacity constraints affect consistency, early intervention and development of preventative	and autism, will support earlier identification, strengths-based support and reduced reliance on diagnosis-led pathways. (BB1, BB4) Aligned delivery of the Children and Young People's Mental Health Transformation Programme will ensure a no-wrong-door approach to emotional wellbeing and mental health, integrated within locality models and Experts at Hand, further strengthening early intervention and reducing escalation. There will also be clear alignment with the work of public health children and young people's 0-19 service with the ambition to increase number of children achieving Good Level of Development (GDL). This will include strong links with the SEND team/pathway within the public health children and young people's 0-19 service. Delivery of this model will be enabled through locality-based clusters of schools and partners, aligned with Family Hubs and Best Start in Life, creating strong networks of shared responsibility and peer support. These BCP clusters will act as the primary delivery mechanism for inclusion, enabling coordinated use of targeted funding, specialist outreach and early intervention, and fostering a strong sense of belonging within local communities. Children and young people will experience consistent, inclusive environments where they are supported to thrive alongside their peers and feel known, understood and valued within their education setting and community. (BB3) This will be complemented by a coherent, place-based approach to inclusion and sufficiency, underpinned by a three-tier model of provision spanning universal, targeted and specialist support, and aligned with a reformed Alternative Provision system. Through our inclusive sufficiency strategy and planned capital investment, we will increase capacity within mainstream
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	approaches. (BB3) • Persistent gaps and inequalities remain, particularly for children and young people with SEMH needs, children with autism, those in some secondary settings, early years children outside formal provision, post-16 learners on SEN Support, and young people post-19. (BB1, BB2) • Transitions remain a key risk point, including into Reception, post-16 and post-19, with late or reactive planning still too common. (BB1, BB2) • Co-production is not yet embedded at a system level, participation does not fully reflect local diversity, and feedback loops such as “you said, we did” are inconsistent. (BB4) • Whilst collaboration between the LA, MATs, schools and colleges is good this needs to sit within a clearer long-term strategy and governance model to ensure resources are focused on areas of priority so there is equity of accessibility across the system. (BB4) Key Enablers The key enablers of an effective system are partially in place: • Leadership and governance are strengthening, with shared ambition and improved joint working with NHS Dorset, including joint commissioning group and forward planning. (BB3)	settings, including through inclusion bases, whilst ensuring that specialist provision is developed where it is most needed. This will support children to thrive in their local mainstream school, reduce reliance on out-of-area and high-cost placements, support more children and young people to be educated locally, and reduce travel distances over time. A coherent outreach and capacity-building model, drawing on special schools and Alternative Provision, will extend specialist expertise into mainstream settings, supporting inclusive practice at scale through consultation, modelling and workforce development. Alongside this, a cluster-based targeted funding approach will enable flexible, needs-led deployment of resources to support early intervention and prevent escalation. (BB1, BB2) Partnership leadership will be mature, transparent and outcomes-focused, with strong governance, shared accountability and clear representation across education phases, health and families. Shared data and intelligence will be routinely used to inform decision-making, target support and evaluate impact. A redeveloped, co-produced SEND Local Offer will provide a clear, accessible and strengths-based front door for families and practitioners, enabling confident navigation of support and reinforcing expectations of ordinarily available provision. (BB3) Within three years, co-production will be embedded as a core system leadership principle, with parent carers and children and young people actively shaping design, delivery and evaluation. We will have built on existing mechanisms used in developing this plan to ensure we directly hear the voices of children and young people, as well as parents and carers. Multi-agency Belonging Forums and locality structures will ensure that lived
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	• Data and intelligence are improving, supporting a better understanding of need, but alignment across partners remains incomplete and limits system-wide planning. (BB3) • Workforce capability and confidence are mixed; there is strong relational practice in parts of the system, but a need for clearer expectations, shared models of practice and sustained workforce development. (BB1, BB4) • Co-production and mediation provide solid foundations but need to shift from mainly reactive activity to proactive system shapers, with children and young people's voices more consistently captured and acted upon. (BB3, BB4) In summary, BCP has strong foundations, committed partners and clear examples of what works. The next phase must focus relentlessly on integration, consistency and impact: embedding practice across all settings, implementing <i>Experts at Hand</i>, and ensuring that lived experience, data and workforce development drive a joined-up system that delivers equitable outcomes for all children and young people with SEND.	experience informs decision-making at both strategic and operational levels, strengthening trust, reducing conflict and improving outcomes. Children and young people with SEND and their families will feel listened to and have increased confidence and trust in us. (BB3, BB4) In three years' time, the local area will resolve the majority of SEND concerns at the earliest possible starts, with fewer cases escalating to formal routes. This will be embedded through stronger learning loops which will be fully integrated into everyday practice through strengthened quality assurance. From early years through to adulthood, the system will support children and young people through clear, coherent pathways. Early identification will be strengthened through integrated locality partnerships between Best Start Family Hubs, health services and education providers, while Preparing for Adulthood will be embedded from the earliest stages. By 2028–29, young people will access flexible, employment-led pathways, with strong support into education, training and work, reduced risk of NEET outcomes, and improved independence and life chances. (BB1, BB2) In summary, the Experts at Hand model, combined with a strengthened universal offer, locality-based delivery and a coherent sufficiency strategy, will act as the engine for change: embedding inclusive practice, building workforce capability, integrating services and ensuring that earlier, fairer and more effective support becomes the norm, and that all children and young people experience genuine belonging within their local communities.
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Success measures	Baseline	Target Metrics																				
By 2029, children and young people with SEND in BCP will experience greater belonging, earlier support and improved outcomes. We expect to see change in the following key indicators that evidence change within our system: • Increase in the number of children and young people without EHCP or specialist placement supported by Speech and Language Therapists, Occupational Therapists and Educational Psychologists, and support workers • Earlier identification and support of needs, reflected in a reduction in escalation to statutory assessment and a lower proportion of EHCNA requests progressing to an EHCP, as needs are met effectively at an earlier stage • Increase in the number of available specialist places in mainstream settings in specialist bases • Decrease in the number and proportion of children and young people with EHCPs in non-maintained or independent special schools. • The number of alternative provision places both registered and unregistered commissioned by the local authority will be maintained after an increase during 26/27 and into 27/28 when they will plateau and then return to current levels in 28/29	<table><tr><td>Number of children and young people without EHCP or specialist placement supported by Speech and Language Therapists, Occupational Therapists and Educational Psychologists, and support workers</td><td>SALT – 2515 OT – 536 EPs - 259</td></tr><tr><td>Number of EHCNA requests (and number of all EHCNAs that result in an EHCP)</td><td>1182 (686)</td></tr><tr><td>Number of available specialist places in mainstream settings in specialist bases</td><td>139</td></tr><tr><td>Number and proportion of children and young people with EHCPs in non-maintained or independent schools</td><td>604 (12.1%)</td></tr><tr><td>Number of alternative provision places both registered and unregistered commissioned by the local authority</td><td>1780</td></tr></table>	Number of children and young people without EHCP or specialist placement supported by Speech and Language Therapists, Occupational Therapists and Educational Psychologists, and support workers	SALT – 2515 OT – 536 EPs - 259	Number of EHCNA requests (and number of all EHCNAs that result in an EHCP)	1182 (686)	Number of available specialist places in mainstream settings in specialist bases	139	Number and proportion of children and young people with EHCPs in non-maintained or independent schools	604 (12.1%)	Number of alternative provision places both registered and unregistered commissioned by the local authority	1780	<table><tr><td>Number of children and young people without EHCP or specialist placement supported by Speech and Language Therapists, Occupational Therapists and Educational Psychologists, and support workers</td><td>SALT - 5035 OT – 2518 EP – 3357</td></tr><tr><td>Number of EHCNA requests (and number of all EHCNAs that result in an EHCP)</td><td>1168 (630)</td></tr><tr><td>Number of available specialist places in mainstream settings in specialist bases</td><td>405</td></tr><tr><td>Number and proportion of children and young people with EHCPs in non-maintained or independent schools</td><td>573 (8.8%)</td></tr><tr><td>Number of alternative provision places both registered and unregistered commissioned by the local authority</td><td>1780</td></tr></table>	Number of children and young people without EHCP or specialist placement supported by Speech and Language Therapists, Occupational Therapists and Educational Psychologists, and support workers	SALT - 5035 OT – 2518 EP – 3357	Number of EHCNA requests (and number of all EHCNAs that result in an EHCP)	1168 (630)	Number of available specialist places in mainstream settings in specialist bases	405	Number and proportion of children and young people with EHCPs in non-maintained or independent schools	573 (8.8%)	Number of alternative provision places both registered and unregistered commissioned by the local authority	1780
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Internally we will also monitor a wider range of indicators including: • Increase in attendance • Further decrease in suspensions and permanent exclusions for children and young people with SEND • Partnership maturity through ongoing evaluation against our Local Partnership Maturity Matrix • Positive experiences for children and young people and their families through co-production and engagement measures • Increased practitioner confidence and consistency of practice across settings and phase in inclusive universal responses measured through inclusion RAG rating • Coverage of developmental checks at 12 months and 2-2.5 years, offering an important opportunity for early identification of support needs.		

2. What is the local area partnership's strategy for delivering on the above?

Our Local Partnership Maturity Assessment shows BCP moving from emerging to developing across most pillars. Leadership stability, governance, co-production and inclusive practice are strengthening, but experiences for children, young people and families remain inconsistent. Too much support is still reactive, fragmented or delayed.

Our theory of change is that sustainable improvement comes from coordinated shifts across all pillars, not isolated actions.

- We will strengthen inclusive mainstream practice, ordinarily available provision and the graduated approach so that more children and young people can be supported in their local mainstream provision.
- We will embed early identification and prevention from early years to post-16 so that more children will have needs met early, and reliance on specialist and crisis provision will reduce.
- We will build our Experts at Hand offer so that children and young people receive the right support in the right place at the right time.
- We will embed a sustainable and skilled workforce so that children and families will experience continuity, consistency and better outcomes.
- We will work as one multi-agency so that children will experience coordinated support rather than fragmented services.
- We will embed co-production, hearing the voices of children and young people as well as parents and carers, so that they will influence decisions, feel listened to and trust the system.
- We will align resources to early help and inclusion, so that the system becomes locality based, financially sustainable and outcomes improve.

Together, these changes enable belonging, reduce crisis, and support all children and young to flourish.

3. Please upload a completed copy of the Local Partnership Maturity Assessment Tool.

Document attached to email submission

4. What is the local area partnership roadmap for the next 3 years?

Local roadmap for the next 3 years	2026/27	2027/28	2028/29
Building block 1: Strengthening inclusion across education settings <i>Organising places and provision to meet as many needs as possible, as close to home as possible, with all settings and providers moving towards a shared understanding and consistent practices around inclusion.</i> This approach ensures that capacity is increased within mainstream provision wherever possible, reducing reliance on specialist and out-of-area placements and supporting children and young people to be educated locally.	Sufficiency and Place Planning Develop and publish an updated comprehensive Inclusive Place Sufficiency Strategy (2026–2036) for 0-25, identifying the right mix and distribution of mainstream, specialist, AP and SEND places to meet the needs of children and young people at the right time and as close to home as possible. Strategy will be informed by robust data and forecasting from early years through to post-19 as presented in specific place sufficiency plans, for key areas: Wraparound Childcare and Early Years, Mainstream Statutory places, and SEND and AP. These plans will clearly identify gaps in provision and key estate pressures (such as falling rolls currently progressing through mainstream schools) and outline BCPs agreed response to these to ensure both place sufficiency and system stability.	Sufficiency and Place Planning - Improved reintegration processes implemented for children and young people moving from short/medium AP placements into mainstream. - Effective communication strategy and plan delivered to ensure practitioners and families are aware of the timeframes of delivery for inclusive placements across BCP. This to include models for supported placements, developing pathways and admission routes. - Demonstrate increased availability and utilisation of mainstream and targeted provision, with improved reintegration pathways from Alternative Provision into mainstream settings. - Delivery of any additional capital projects arising and agreed through the Inclusive Place Sufficiency plan and tiered Inclusive Education Capital programme with focus	Sufficiency and Place Planning - Deliver fully embedded, locality-based sufficiency pathways from cradle to career, with the majority of needs met locally through clear inclusive education pathways from cradle to career. These will be developed across BCP's Inclusive Place Planning areas and communicated to practitioners supporting children, young people and their families. - All partners across BCP are positively engaged, and engaging, in ensuring placements and services are developed and sustained to meet the needs of children and young people. Where issues arise, these are highlighted and actions taken to positively resolve these for the best outcome for children and young people - BCP has place sufficiency, place commissioning and capital programme held

	• Communication of Inclusive Place Sufficiency Strategy to schools and settings ensuring it is well-understood and buy-in is secured. • Initiate delivery of strategy, working with schools and settings to identify early opportunities for maximum impact. • Agree and implement an Inclusive Design Charter, setting out the joint responsibility of education providers and the Local Authority to ensure sufficient places within inclusive, welcoming and well-organised environments that enable children and young people to belong and thrive in their local community. • Agree and initiate delivery of a three-tier Inclusive Education Capital Programme aligned with our Experts at Hand offer and graduated approach, ensuring assessment of travel impact across all developments. This will include: • Inclusion as the default – guidance enabling mainstream settings to develop inclusive	on target cohorts (Autism, SEMH and SLCN) • Strong governance and reporting mechanisms continue to monitor the Inclusive Place Sufficiency Strategy and 3-tiered Inclusive Capital programme. • Embed consistent admission, commissioning and monitoring processes across all placement types: AP tiered approach and FAP protocol support children to be placed in appropriate settings and reintegrate in mainstream places where appropriate. Regular monitoring for all children who have moved back into mainstream to ensure the continued success of the placement and provide swift support where necessary to reduce occurrence of placement breakdown.	together to enable stronger governance, forecasting of need and monitoring of usage and impact, from 0-25, for mainstream and specialist place needs. • We will demonstrate a sustained reduction in out-of-area placements and travel distances, supported by impact analysis of travel time and accessibility.
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	environments and on-site inclusion bases; • Targeted inclusion bases – delivery of Local Authority-commissioned provision within mainstream schools; • Specialist provision – planned specialist place developments aligned to evidenced need. • Deliver the Education Capital Programme approved by Cabinet (March 2026), including: • a new DfE approved special school for children with complex SEMH needs; • additional satellite sites linked to special schools; • additional inclusion bases providing specialist places in primary and secondary schools. • Initiate the three-year Home to School Transport Transformation Project overseen by Travel Board which seeks to provide improved outcomes for children and young people, promote independence and preparation for adulthood and		
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	deliver significant and recurring financial efficiencies through procurement reform, route efficiencies. Enablers <i>Capital</i> • In March 2026, the Council committed £13.9 million of High Needs Capital funding to deliver new specialist, alternative provision and inclusive place models across 2025/26–2027/28, with a further £300k allocated to accessibility adaptations across school sites. • In May 2024, BCP submitted a successful bid via the DfE's special free school programme. The DfE accepted the identified need for an additional 180 special school places. Following the reassessment of the programme BCP was reassigned a £9.2m capital funding allocation and a free school site (Parkfield) to enable BCP to deliver new specialist places from September 2028, addressing future demand at significantly	Enablers <i>Capital</i> • Deliver the three-tier capital investment strategy agreed by Cabinet in December 2026, ensuring ongoing alignment of capital expenditure against identified strategy and objectives. <i>Digital and Data</i> • High quality data will enable robust monitoring. <i>Communication</i> • Clear communication strategies will ensure the approach is well understood and implemented.	Enablers <i>Capital</i> • Deliver the three-tier capital investment strategy agreed by Cabinet in December 2026, ensuring ongoing alignment of capital expenditure against identified strategy and objectives.
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	lower long-term revenue cost than non-maintained provision. This remains a key priority as BCP has a significantly higher percentage of pupils in Independent Special and non-maintained Special Schools compared to the national and regional averages. • The DfE also announced in March 2026 an allocation to BCP of £9.2m over two years to deliver specialist school places. This alongside the HNPCA's for 26/27, 27/28 and 28/29 will form the basis for our three-tier capital investment strategy due to go to Cabinet for approval in December 2026. <i>Digital and Data</i> • Ongoing investment in place-planning data and forecasting, particularly for children with specialist needs and those accessing or at risk of accessing alternative provision. <i>Commissioning and monitoring</i> • Strengthened commissioning, admissions and monitoring arrangements for targeted and specialist provision, ensuring		
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	places meet both individual need and local demand.		
Building Block 2: Access to specialist support and local placements <i>Improving collaboration between settings and deploying expertise from a range of specialist and expert sources, to support schools and settings to meet the needs of children and young people earlier and locally</i> This model sets out a realistic three-year trajectory from the current system, where demand, waiting times and reliance on statutory processes remain key challenges, towards a fully embedded 0–25 Experts at Hand approach. It represents additional capacity across education, health and care, designed to build sustainable inclusion within mainstream settings, reduce escalation to EHCPs and specialist placements, and ensure equitable access to early support across all providers, including those outside the local area. This model represents additional capacity and does not replace existing provision	Experts at Hand Building Blocks • Analysis and coproduction confirms this is the right delivery model for BCP, with supporting detail and evidence provided in the EAH Appendix • Establish a cluster-based Experts at Hand model as the entry point for SEND early advice and support, aligned to the three-tier AP and graduated approach framework. This will be a 0-25 service aligning the EY SEND leads through to schools age and post 16/FE, including out of area settings. • Define and publish a shared core offer, with consistent language and expectations across education, health and inclusion, supporting universal, targeted and specialist responses.	Experts at Hand Building Blocks • BCP Council and NHS Integrated Care Cluster will jointly commission the phased delivery of the Experts at Hand (EAH) model, drawing on existing local authority specialist services and NHS community therapies to enable early implementation, ensure continuity, and avoid duplication • Scale and standardise cluster models through clear governance arrangements, agreed quality standards and routine performance monitoring, ensuring consistent access and eliminating postcode variation. • Confirm and establish joint commissioning with ICB to expand model	Experts at Hand Building Blocks • Experts at Hand is fully embedded as business as usual, operating within strong governance arrangements and widely trusted and valued by schools, health partners and families. • Advanced SALT in post • Specialist expertise is used strategically and equitably, prioritising consultation, coaching and system leadership, with targeted intervention deployed proportionately and at the right tier. • Strong, preventative local inclusion ecosystems are in place, delivering consistent practice and equitable access regardless of setting type or location.

Over the next three years, the model will be implemented through a phased approach, beginning with pilot clusters and scaling to full locality coverage, building capacity across education, health and care while embedding consistent practice and governance. The role of the Advanced SALT will be developed by the Local Area Leadership Team in Q1, but is expected to be in line with the recently received guidance and the four pillars from the Royal College of Speech and Language Therapists being: • Clinical leadership • Enhancing support into education • Strategic leadership • Leading on Research, Innovation and Improvement Further detail about the BCP model can be found in the EAH appendix 4	• Establish the core delivery structure: Appoint a Team Manager and five Inclusion Leads, each leading a cluster of schools with a clear locality-based model. • Deploy a multidisciplinary workforce: Secure 10 seconded education leaders, alongside allocated Educational Psychology, Speech and Language Therapy and Occupational Therapy capacity across clusters to build sustainable capacity in mainstream settings. • Advanced SALT: Meet with the leaders across the system to agree what the role will and won't do, Write JD and get it banded and go out to recruitment • Confirm and finalise the contract variations for Speech and Language coverage • Launch the single point of contact model: Ensure every school has a named Inclusion Lead and access to a consistent "team around the school" approach. • Implement the digital access and triage system: Go live with	• Fully integrate health, mental health and inclusion services within Experts at Hand delivery, supported by shared accountability, joint decision-making structures and aligned outcome measures. • Strengthen further whole-setting inclusive practice by setting clear system expectations for universal provision and environmental adjustments, underpinned by QA processes, peer review and proportionate challenge. • Extend the model across Early Years, post-16, EHE and key transition points, with defined ownership, oversight and transition assurance to prevent gaps in support. • Use the learning from the pilot use of the neurodiversity tool to inform scalability and related decision making that supports a shift towards a need led model of care. • Expand cluster-based targeted funding and outreach models, supported by transparent governance, clear decision-making criteria and regular review of impact and equity across areas.	• A successful 'grow your own' model is embedded, with a diverse range of school- and setting-based inclusion leads confidently operating as Experts at Hand across clusters. • A needs led neurodiversity model of care is embedded and supports early identification, reduced waiting times and high confidence from practitioners, parent carers and children and young people, reinforced through embedded coproduction. • Clear digital system monitoring and evaluating impact with key metrics such as Reduction in EHCP requests, increased mainstream retention, reduced waiting times and improved attendance / exclusion data
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	a single digital platform for requests, supported by a weekly triage panel and a 5-day expert allocation process. Ensure timely access based on assessed local need. • Strengthen universal and targeted offer delivery: Expand Special School and Alternative Provision outreach and embed Parent Carer Forum involvement to support co-produced inclusive practice. • Embed data-led targeting and equity: Use data intelligence, including RAG-rating of schools, to prioritise need, ensure equitable reach, and guide deployment of Inclusion Leads and secondees. • Coordinate workforce delivery effectively: Ensure the Team Manager oversees the deployment, alignment and impact of Inclusion Leads, secondees and multidisciplinary partners across all clusters. • Establish governance, monitoring and reporting: Implement a robust monitoring and evaluation system, with monthly reporting to the Inclusion Steering Group and		
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	highlight reports feeding into the SEND and AP Board. • Deliver regular, referral-free multidisciplinary consultation spaces in each locality, underpinned by Educational Psychology consultation models and operating across all AP tiers. • Embed Early Years settings, schools and Best Start Family Hubs within the core operating model to ensure early identification, joined-up pathways and smooth transitions. • Develop and pilot the use of a Neurodiversity Tool to support earlier identification and needs-led support without reliance on diagnosis. • Continue to build upon existing work to recover existing waiting times for formal neurodiversity diagnosis. • Align delivery of the Children and Young People's Mental Health Transformation Programme with Experts at Hand, ensuring a no-wrong-door approach and integrated locality-based support.		
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	• Develop and embed a school cluster-based targeted funding model, enabling resources to be deployed flexibly at locality level to meet emerging need and strengthen early intervention. • Trial EAH approach across one cluster with clear monitoring and evaluation to adjust the architecture as required by the end of year Enablers <i>Workforce</i> • Skilled and sustainable workforce development plan including leaders from schools and families. <i>Partnership, Governance and Leadership</i> • Shared vision and practice framework – A consistent, neurodiversity-informed graduated approach aligned to the three-tier AP framework, underpinned by a clearly defined and widely understood core offer.		
	Enablers <i>Partnership, Governance and Leadership</i> • Clear governance and accountability – Defined ownership, decision-making and escalation across clusters and partners. <i>Data and Digital</i> • Shared quality and assurance framework – • Integrated data and monitoring – Aligned performance measures and reporting across education, health and inclusion		Enablers <i>Partnership, Governance and Leadership</i> • Strong governance with clear leadership, decision-making and assurance arrangements that embed Experts at Hand as business-as-usual and ensure equity, consistency and trust across partners. • Shared practice model and quality standards A widely understood, neurodiversity-informed framework defining consultation led practice, appropriate use of specialist

	• Cluster-based operating model with clearly defined multidisciplinary teams, referral-free consultation spaces, and embedded partnerships across BCP • A no-wrong-door approach linking SEND, AP, mental health, and neurodiversity pathways support a positive experience for children and young people, their families and carers and seamless transitions across services. <i>Commissioning</i> • Flexible, outcomes driven commissioning and cluster funding aligned to AP tiers and need, enabling early intervention, rapid support deployment and reduced escalation	to track access, impact and equity. <i>Workforce</i> • Skilled, aligned workforce – Consistent training and support enabling confident delivery of neurodiversity informed, needs-based practice. <i>Finance and Commissioning</i> • Transparent, flexible funding – Cluster based commissioning with clear criteria and regular review to reduce variation and target need effectively.	expertise and graduated responses. • Locality and cluster based operating model. Strong local inclusion ecosystems with multidisciplinary teams, outreach and flexible resources, ensuring equitable access regardless of geography or setting type. <i>Workforce</i> • A skilled, distributed 'grow your own' workforce Investment in developing school- and setting-based inclusion leads from across phases and settings, with clear progression, support and recognition as Experts at Hand. <i>Data and Digital</i> • Integrated data, intelligence and co-production. Robust use of data, lived-experience insight and co-production with parent carers and children and young people to monitor impact, build confidence and drive continuous improvement.
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Building Block 3: System leadership, local partnership collaboration and co-production <i>Putting in place the enabling conditions across a local area that ensures planning and provision reflects the local area and is joined up, including strategic co-production with parent carers and children and young people</i> This approach ensures that strong, shared system leadership and governance across education, health and care is underpinned by meaningful co-production, robust data and transparent decision-making, enabling partners to work collectively to improve outcomes, build trust and resolve issues earlier and more consistently.	1. Shared Expectations, Culture and Practice • Co-produce and publish a simple, accessible co-production toolkit including a benchmarking tool (based on the Lundy model) that includes: • clear expectations for co-production across for all partners (families + workforce) • raising and resolving concerns early (including use of mediation where needed) • A focus on BCP's 'language that cares' and respectful dialogue • Run whole-system engagement sessions to test and refine shared expectations in practice • Develop a segmented engagement plan (including children with SEMH needs, less-heard groups etc, how will each be reached, by whom) • Establish locality-based engagement structures for children and young people, linked to clusters/localities	1. Shared Expectations, Culture and Practice • Introduce peer review / dip-sampling across services to test whether the standard is being applied consistently • Monitor whether disagreement is being managed constructively • Build co-production expectations into service specifications and contracts • Introduce incentives/support for participation (e.g. transport, childcare, digital access) • Train practitioners in inclusive engagement techniques (not just general co-production) • Monitor to ensure children's and parent carers' (analysed separately) engagement is embedded within locality / cluster working and decision-making and that it routinely influences service design and system priorities • Utilise benchmarking tool to test whether co-production has happened at key points in pathways	1. Shared Expectations, Culture and Practice • Externally validate practice (e.g. peer review) to test maturity of co-production practice and system culture, including: • how well the system handles disagreement and builds trust through early resolution • how well co-production with parent carers and children is lived systematically • Shift from participation to shared leadership roles for children, young people and families (e.g. co-chairs, advisers) • Use governance to evidence reduction in escalation over time • Embed co-production into commissioning cycles formally (requirements, evaluation, contract monitoring) • Publish regular public-facing impact reports to close the loop with families
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	• Introduce specific mechanisms to capture children and young people's views directly and separately from parent carers, ensuring their voice is distinct • Commission or partner with VCS organisations to reach cohorts the system cannot easily engage • Identify and prioritise a small number of high-impact processes to redesign first • Create process maps showing where co-production must happen • Map all existing feedback routes (complaints, SENDIASS, PCF, surveys etc.) and bring them into one framework • Agree a standard "you said, we did" reporting format 2. Communication and Relationships • Launch redevelopment of the SEND Local Offer, co-produced with children, young people and families, to improve accessibility, confidence and self-advocacy.	• Align QA frameworks across services to include co-production indicators • Introduce thematic analysis cycles (e.g. quarterly themes from feedback feeding into boards) • Ensure all major programmes demonstrate how feedback has shaped decisions 2. Communication and Relationships • Introduce real-time feedback tools (e.g. post-contact feedback, digital touchpoints) • Provide targeted support for teams where feedback	2. Communication and Relationships • Embed communication quality into performance management and service evaluation
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	• Baseline current communication experience • Develop and roll out minimum communication standards (including response times and tone) • Embed Early Dispute Resolution (EDR) as the default, supported by: • workforce training • clear access routes for families • Complete SENDIASS service review and action plan • Embed process for learning from complaints, mediation and feedback at a whole system level • Strengthen, widen and sustain Parent Carer Forum engagement so it is stable, influential and representative. • Embed Parent Carers Together (PCT) as a key role within the Experts at Hand model in order to build schools and settings' skills in engaging with families. • Ensure families routinely see the impact of their feedback on service design and delivery.	highlights weaker relational practice • Deliver SENDIASS action plan and monitor impact • Embed PCT's communication support programme for schools and settings, refining based on feedback	
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	3. Partnership Governance and Accountability • Map all existing partnership forums and decision-making routes • Rationalise and align governance so co-production has clear influence at each level • Include complaints, mediation and tribunal themes within governance reporting 4. Shared Data and Evidence • Agree a small, meaningful set of shared indicators • Define how lived experience data will be captured consistently across partners • Implement shared partnership dashboards, integrating lived experience and co-production feedback	3. Partnership Governance and Accountability • Introduce formal reporting of co-production impact into boards (not just activity updates) • Build co-production into risk management and escalation processes 4. Shared Data and Evidence • Align data collection methods across organisations (so data is comparable) • Train leaders to use combined data + lived experience in decision-making • Use shared dashboards to: • identify variation between localities • target support and commissioning decisions	3. Partnership Governance and Accountability • Commission independent review of partnership governance and system effectiveness, including decision-making, accountability and impact. 4. Shared Data and Evidence • Use predictive and trend data to proactively identify issues and shape commissioning
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	• Evidence routine use of data and lived experience in commissioning and service redesign	
	Enablers <i>Co-production and communication</i> • Clear routes for families to access EDR and SENDIASS • Launch communications for SEND Local Offer redesign • Transparency around governance and decision making <i>Partnership, Governance and Leadership</i> • Formalised partnership governance framework • Agreed roles, accountability, escalation routes • Inclusion of education, health, care, early years, FE • Creation of locality forums (e.g. Belonging Forums) <i>Finance</i>	Enablers <i>Co-production and Communication</i> • Co-production embedded in service design, commissioning and quality assurance • Strong feedback loops ensuring transparency • Trusted access routes for support and dispute resolution <i>Partnership, Governance and Leadership</i> • Shared accountability for outcomes • Locality forums functioning effectively • Performance management against shared outcome <i>Commissioning and Finance</i> • Commissioning linked to evidence and outcomes • Investment shifted upstream
	Enablers <i>Co-production and Communication</i> • Strong, representative system reflecting population diversity • Children and young people and families acting as equal partners <i>Partnership, Governance and Leadership</i> • Trusted governance with transparency and consistent decision making • Strong collective ownership across education, health, care <i>Commissioning and Finance</i> • Mature joint commissioning arrangements • Resources dynamically allocated based on need and impact	

	• Funding for co-production programme and development of Parent Carer Forum • Investment in data dashboards and tools <i>Workforce</i> • Training programme for all practitioners on co-production and early dispute resolution approaches • Capacity in SENDIASS and co-production/ participation • Data analyst capacity	• Sustainable funding for participation structures <i>Workforce</i> • Skilled workforce confidently applying co-production principles and mediation and EDR approaches • Multi-agency practitioners working jointly in clusters <i>Data and Digital</i> • Fully operational shared dashboards • Integration of quantitative and qualitative (lived experience) data • Regular reporting cycles across partnership	<i>Workforce</i> • Highly skilled system-thinking workforce • Leadership at all levels demonstrating collaborative behaviours and shared ownership <i>Data and Digital</i> • Advance, predictive and improvement-driven data use • Routine triangulation of data, lived experience and outcomes
Building Block 4: Encouraging inclusive culture and behaviours <i>Using funding and shared accountability towards a system that works for children and families while achieving value for money</i> This approach ensures that inclusive practice becomes the consistent, everyday way of	Universal Offer • Embed the Universal Offer as standard practice across mainstream settings from 0-25 • Strengthen inclusive classroom and environment strategies • Establish strong processes for monitoring and evaluating the	Universal Offer • Improve consistency and quality of inclusive practice across all settings • Expand locally delivered inclusive support in mainstream provision	Universal Offer • Inclusion fully embedded and self-sustaining in all settings • Majority of needs met locally, early and effectively through ordinarily available provision • Clear local pathways reducing escalation and specialist dependence

working across all settings, with a strong universal offer, aligned workforce, funding and accountability driving early intervention, reducing escalation and enabling children and young people to thrive from cradle to career.	impact of ordinarily available provision and universal offer • Begin cultural shift towards inclusion as “core business” • Formal local offer agreement across all partners to secure mutual understanding of the universal baseline Enablers <i>Workforce</i> • Targeted workforce development for SENCOs and leaders <i>Capital</i> • Early capital scoping for inclusive adaptations <i>Data and Digital</i> • Baseline data and digital dashboards established <i>Governance and Leadership</i> • Clear governance and system leadership arrangements • Stimulate engagement of leaders to sustain key LA and ICB roles for success moving forward	• Increase use of local placements and increase success at earliest stages • Embed coproduction into service design and review • Normalise inclusive behaviours and shared accountability Enablers <i>Workforce</i> • Sustained workforce strategy (retention, expertise, networks) • Strong multi-agency operational alignment <i>Data and Digital</i> • Integrated data and digital systems for tracking impact	• Strong system leadership with shared ownership • Inclusion embedded in organisational culture and behaviours Enablers • Long-term capital investment aligned to local needs • Stable, skilled multidisciplinary workforce • Predictive data and intelligence informing planning • Mature partnership and coproduction structures • Mental Health support teams in schools universal offer covers 100% schools (with other support services growing and adding to this offer)
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	Cradle to Career <i>System Establishment and Governance</i> • Confirm school clusters, targeted funding and engage partners. • Establish cluster governance structures, including leadership and steering groups. • Deliver initial Cradle to Career catalyst phase (three conference days) to identify local priorities. <i>Early Years and Best Start Delivery</i> • Establish and operationalise Best Start Family Hubs as inclusive access points. • Design, pilot and embed evidence-based early intervention approaches focused on identification, inclusion and prevention. • Strengthen sufficiency data collection to improve planning and provider engagement. <i>Family Access and Pathways</i> • Co-produce clear, accessible, strengths-based information	Cradle to Career <i>Funding, Infrastructure and Governance</i> • Set consistent financial monitoring, reporting and accountability arrangements. • Recruit or designate key leadership roles <i>System Alignment and Capacity Building</i> • Deliver joint training for schools and partners to embed shared practice and approaches. • Deliver Cradle to Career conference programme <i>Implementation and Continuous Improvement</i> • Begin delivery of interventions and support through cluster arrangements, testing and refining delivery models based on feedback. • Ensure active engagement and communication with children, young people and families throughout implementation.	Cradle to Career <i>Impact Evaluation and Continuous Improvement</i> • Establish a robust framework to collect and analyse quantitative data and qualitative feedback from all stakeholders. • Compare outcomes across clusters to identify effective practice and refine delivery. • Evaluate the impact of targeted funding, demonstrating value for money and reduced demand on statutory and specialist services. • Systematically report findings and share impact with schools, partners and decision-makers. <i>System Consistency and Workforce Development</i> • Support schools and providers to embed consistent inclusive practice across clusters. • Provide ongoing Cradle to Career learning and support through external partners. <i>Early Identification and Family Experience</i> • Ensure a clear, navigable plan for every child from birth, with
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	and “self-serve” resources for families. • Develop navigable birth-to-adulthood pathways, including early identification points. • Design and implement a consistent and inclusive support offer for families. <i>Transition and Inclusion Framework</i> • Audit transition processes and agree universal, targeted and enhanced (targeted plus) transition expectations, and roles. <i>Preparation for Adulthood (14–25)</i> • Develop a clear 16–25 pathway framework with defined routes, progression criteria and gap analysis.		early identification embedded at all stages. <i>Outcomes in Early Years and Inclusion</i> • Improve early years outcomes, including Good Level of Development (GLD). • Increase inclusion across providers, with all settings supporting children with SEND. <i>Transition Systems and Practice</i> • Embed consistent, evidence-informed transition processes across all schools and providers. • Monitor and evaluate transition outcomes through data and stakeholder feedback. <i>Preparation for Adulthood and 16–25 Pathways</i> • Embed employment as a core outcome, including expansion of Supported Internships and employer partnerships. • Embed early identification and prevention approaches to
		<i>Pathways, Transitions and Communication</i> • Agree and implement a transition framework, including development of transition-specific “micro-pathways” (e.g. home to nursery, nursery to Reception). • Pilot shared tools and evaluate impact through data and stakeholder feedback. <i>Preparation for Adulthood (PfA) and Post-16 Systems</i> • Embed high-ambition PfA outcomes from KS3–25 across EHCPs, SEN Support, reviews and transitions. • Expand employment pathways, including Supported Internships	

	Enablers <i>Co-production and Communication</i> • Early and meaningful engagement with education settings, FE providers, voluntary sector and partners • Co-design and clear communications with stakeholders including parents and carers • BCP Education Conference delivered to secure sector engagement and buy-in <i>Partnership, Governance and Leadership</i> • Defined partner roles, responsibilities and shared values • Robust governance arrangements in place, including for transitions <i>Data and Digital</i> • Access to high-quality, shared data to identify need and inform priorities	and stronger employer partnerships. Enablers <i>Co-production and Communication</i> • Simple, shared model documentation and communications • Parent/carers trust: Clear, consistent guidance and fewer surprises. <i>Partnership, Governance and Leadership</i> • Clear articulation of partner roles, responsibilities, and values with shared accountability • Trust-building through co-design rather than top-down implementation • Provider confidence: Ongoing coaching, practical problem-solving support. <i>Data and Digital</i> • Access to shared, high-quality data to identify need and priorities and evaluate impact	support reduction in NEET and escalation into adult services. Enablers <i>Partnership, Governance and Leadership</i> • Continued engagement of education settings and partners • Continuous improvement loop: Outcomes shape workforce development and future commissioning. <i>Data and Digital</i> • Access to shared, high-quality data to identify need and priorities and evaluate impact • Fully integrated data system: SEND, SEN Support, NEET and outcomes linked for smarter commissioning. <i>Finance</i> • Value for money focus: Investment aligned to sustained outcomes, not short-term fixes. <i>Experts at Hand</i> • Core infrastructure: Supporting providers, pathways and young people in real time.
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	- Initial alignment of SEND, SEN Support, NEET and participation datasets <i>Commissioning</i> - Commissioning alignment moving from places to pathways BCP Three-Tier Alternative Provision Model - Complete mobilisation phase of three-tier Alternative Provision delivery plan, which aligns with best practice identified through the Alternative Provision Specialist Task Force's models. This will include contracting provision, sharing expertise and identifying pilot schools and area, developing referral pathways, place planning and financial models, designing CPD and an evidence-based Tier 1 resource toolkit. - Align the three-tier Alternative provision model with other developments such as Families First, sufficiency and place planning and the targeted funded school cluster model.	- Participation sustainability tools: Risk indicators, rapid re-engagement mechanisms BCP Three-Tier Alternative Provision Model - Complete pilot phase of three-tier Alternative Provision model including the development of Tier One with the support of The Difference (a national education charity) - Evaluate impact through continuous monitoring, lived-experience feedback from children and families, and iterative refinement of referral criteria, placements, training and commissioning arrangements.	BCP Three-Tier Alternative Provision Model - Roll out the refined three-tier AP model across all schools, expanding capacity, embedding processes into business-as-usual, and formally launching ratified policies. - Secure sustainability through monitoring, evaluation, final handover from delivery partners, and transition to ongoing governance arrangements.
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	- Implement pilot phase of the three-tier Alternative Provision delivery plan with the support of The Difference (a national education charity). Enablers <i>Project Management</i> - Project management and governance through the AP Working Board <i>Data and Digital</i> - Robust baseline data on exclusions, placements, AP usage, attendance and outcomes <i>Partnership, Governance and Leadership</i> - Cross-programme working to avoid duplication (for example with Families First, targeted funding school cluster groups, place planning and commissioning). - A common focus on inclusion, belonging and the graduated approach. <i>Finance</i> - Agreement to allocate required funding.	Enablers <i>Partnership, Governance and Leadership</i> - Formal commitment from pilot schools, AP providers and other partners. - Agreed referral criteria, AP Panel processes, placement expectations and reintegration planning allow pilots to operate with confidence and consistency whilst still enabling learning and adaptation. <i>Workforce</i> - Pilot-specific training, coaching and peer learning strengthen staff capability to deliver tier one provision and graduated approach within mainstream settings. <i>Data and Digital</i> - Systematic collection of data and lived-experience feedback from children, young people and families informs refinements.	Enablers <i>Workforce</i> - Universal induction for all schools, supported by a scaled CPD offer and accessible Tier One toolkit, ensures schools understand their responsibilities within the graduated approach and can embed Tier One as part of everyday practice. <i>Co-production and Communication</i> - Coordinated communications, launch activity and senior leadership endorsement reinforce the model as a shared system responsibility - Scaled-up, consistent approaches to gathering lived-experience feedback are embedded into policy and practice, supporting continuous improvement and accountability <i>Data and Digital</i>
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			• Routine use of performance data, quality assurance reviews and outcome reporting enables ongoing oversight of access, effectiveness, cost and impact beyond the pilot and scale-up period.
Success measures • Increase in the number of children and young people without EHCP or specialist placement supported by Speech and Language Therapists, Occupational Therapists and Educational Psychologists, and support workers • Earlier identification and support of needs, reflected in a reduction in escalation to statutory assessment and a lower proportion of EHCNA requests progressing to an EHCP, as needs are met effectively at an earlier stage • Increase in the number of available specialist places in mainstream settings in specialist bases • Decrease in the number and proportion of children and young people with EHCPs in non-maintained or independent special schools. • The number of alternative provision places both registered and unregistered commissioned by the local authority will be maintained after an increase during 26/27 and into 27/28 when they will	• Increased number of available specialist places in mainstream settings in specialist bases • Increase in the number of children and young people without EHCP or specialist placement supported by Speech and Language Therapists, Occupational Therapists and Educational Psychologists, and support workers	• Increased number of available specialist places in mainstream settings in specialist bases • Increase in number of children and young people without EHCP or specialist placement supported by Speech and Language Therapists, Occupational Therapists and Educational Psychologists, and support workers • Decrease in the number and proportion of children and young people with EHCPs in non-maintained or independent special schools. • Beginning to see reduced number of EHCNA requests	• Reduction in the number of EHCNA requests and reduction in number of all EHCNAs that result in an EHCP • Increase in number of children and young people without EHCP or specialist placement supported by Speech and Language Therapists, Occupational Therapists and Educational Psychologists, and support workers • Decrease in the number and proportion of children and young people with EHCPs in non-maintained or independent special schools. (note this does not yet lead to a decrease in forecast expenditure against the High Needs Block due to increase in unit costs) • The number of alternative provision places both registered and unregistered commissioned by the local

plateau and then return to current levels in 28/29	Leading indicators • Increased workforce FTE in Speech and Language Therapists, Occupational Therapists and Educational Psychologists, and support workers • Increase in attendance rate for children and young people with SEND • Self-evaluation against our Local Partnership Maturity Matrix, indicates progress in key areas • Increased practitioner confidence and consistency of practice across settings and phase in inclusive universal responses measured through inclusion RAG rating • Decrease in suspensions and permanent exclusions for children and young people with SEND • We expect to see an increase in number of EHCNA requests in this year, particularly as	Leading indicators • Increase in attendance rate for children and young people with SEND • Decrease in suspensions and permanent exclusions for children and young people with SEND • Decrease in waiting times for autism, ADHD and specialist services. • Increase in positive experiences indicated through co-production and engagement with children and young people and parents and carers • We expect to see some increase and then plateauing in the number of alternative provision places both registered and unregistered commissioned by the local authority	authority will return to May 2026 levels in 28/29 Leading indicators • Decrease in suspensions and permanent exclusions for children and young people with SEND • Increase in positive experiences indicated through co-production and engagement with children and young people and parents and carers
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	more children and young people identified and supported early through consultation and universal or targeted approaches. • We expect to see an increase in the number of alternative provision places both registered and unregistered commissioned by the local authority		
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5. What will the local area partnership deliver in the first year?

Please outline the key workstreams, milestones and trajectory your local area partnership will deliver and achieve in 2026-27 as well as how you plan to spend the investment allocation that will help fund this year's delivery. Please share key milestones and anticipated dates, success measures, cost breakdown and category. These should incorporate the core minimum requirements, be mapped to the building blocks above and should reflect a more detailed trajectory to the narrative, milestones and target metrics outlined in the 2026-27 column above.

2026-27 Local delivery plan		Q2		Q3		Q4	
<i>Workstream outline – mapped to building block</i>	<i>Responsible lead per workstream – accountable for the delivery of the workstream and the identified outcome.</i>	<i>Milestones per workstream</i> <i>What key milestones will enable you achieve your targeted trajectory</i>	<i>Target trajectory per workstream</i> <i>Where do you expect your data to be?</i>	<i>Milestones per workstream</i> <i>What key milestones will enable you achieve your targeted trajectory</i>	<i>Target trajectory per workstream</i> <i>Where do you expect your data to be?</i>	<i>Milestones per workstream</i> <i>What key milestones will enable you achieve your targeted trajectory</i>	<i>Target trajectory per workstream</i> <i>Where do you expect your data to be?</i>
Building block 1: Strengthening inclusion across education settings <i>Outcome</i> 1. BCP has a clearly communicated strategic plan for ensuring the right mix and distribution of mainstream, specialist, AP and SEND places	Lindsay Jackson Head of Access to Education	Establish regular meetings for Travel Board to oversee delivery of 3-year (2026-29) Home to school transport transformation project Agree and sign off reviewed SEND	Increased number of available specialist places for recognised target cohorts (Autism, SEMH and SLCN) in mainstream settings in	Formal approval of an Inclusive Place Sufficiency strategy and plan for BCP to meet current, and forecast, need for the oncoming 10 years through Inclusive Place Planning areas that provide appropriate mix and distribution	Increased number of available specialist places in mainstream settings in specialist bases: Numbers maintained	Improved commissioning, admission and monitoring of targeted and specialist places to ensure service meets individual and local needs Gathering baseline of current mainstream	Increased number of available specialist places in mainstream settings in specialist bases: 38 additional specialist places in primary phase

to meet the needs of children and young people at the right time and as close to home as possible. 2. The inclusivity of the physical environment of education settings is strengthened through quality design principles and flexible delivery models <i>Success measure</i> Increased number of available specialist places in mainstream settings in support bases and specialist bases		Admissions and placements processes for children being placed in special schools and inclusion bases Strengthen partnership model as enabler to support and improve successful reintegration and inclusion of children from AP, with strong monitoring to ensure sustained inclusion Deliver the Education capital programme agreed by cabinet Mar 2026 to deliver new special and specialist places for recognised target cohorts of need (Autism, SEMH and SLCN); Develop Inclusive Place	specialist bases: 72 additional specialist places in primary phase mainstream settings in specialist bases	of places in a locality-based pathway model. Formal approval a three-tiered Inclusive Education capital programme for oncoming 3 years Agree an Inclusive Design Charter to provide the principles for well-designed, and delivered, educational environments that enable children and young people to belong and thrive Coproduction and consultation for updated Home to school Transport policy for use in Autumn 2027 school admissions and consultation processes		inclusive environments	mainstream settings in specialist bases
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		Planning areas and supporting data and forecasting to highlight strengths and areas of development within localised pathways EYs to P19 Develop School Organisation and Asset Management Board – to enable direct strategic collaboration with trusts for place sufficiency plan Review and consultation on Home to School Transport Policy in readiness for implementation for Sept 2027 Application of robust competitive procurement process		Home to School Transport Policy agreed			
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Building Block 2: Access to specialist support and local placements <i>Outcome</i> 1. A fully implemented, cluster-based Experts at Hand model operating consistently across all areas A clear, cluster-based Experts at Hand model is in place across all areas, aligned with the Universal Offer, Families First and Best Start in Life, with shared purpose, language and expectations that reflect changing patterns of need and mainstream inclusion. 2. Schools and settings can easily access the right expertise at the right time Schools and settings can access timely, practical expertise without escalation or “loudness”, enabling early adjustments to	Lisa McDonald EAH Project lead Rachel Gravett Director for Commissioning, Resources and Quality Chloe Morley Designated Clinical Officer for SEND	Confirm and document detailed Experts at Hand model, including: Purpose and principles Offer by cluster Access criteria and referral routes Roles, responsibilities and expected outcomes Confirm funding model, contractual arrangements and governance Baseline & Needs Analysis: Finalise cluster-level analysis using SEND, attendance, behaviour,	Increased workforce FTE in Speech and Language Therapists, Occupational Therapists and Educational Psychologists, and support workers	Plan start of pilot for proposed Experts at Hand model in one cluster Implement shared data capture and reporting Continue with recruitment process, shortlisting and arrange interviews Provide systemwide briefings to schools, settings, partners and parent carers Establish regular learning and problem-solving forum Finalisation for contract variations and	Increased workforce FTE in Speech and Language Therapists, Occupational Therapists and Educational Psychologists, and support workers	New posts starting – prepare induction Deliver induction programme for all experts (education, health, secondees) Launch pilot across one cluster Review delivery against outcomes using performance data and stakeholder feedback Address remaining capacity or capability gaps Strengthen workforce development and	Increase in the number of children and young people with SEN without EHCP or specialist placement supported by Speech and Language Therapists, Occupational Therapists and Educational Psychologists, and support workers. By end of Q4 this will have increased to: SALT – 5,035 OT – 2,518 EP – 3,357

environments, communication and practice through clear, accessible and non-jargonistic support routes. 3. Increased confidence and capability in mainstream settings to meet SEND needs early Mainstream settings are confident in meeting SEND and emotional wellbeing needs early, using inclusive, outcome-focused approaches, without reliance on diagnosis, and through coaching-based partnerships with families. 4. Reduced escalation to crisis and specialist provision Earlier, proportionate universal and expert support reduces unnecessary escalation to crisis and specialist provision, ensuring need—not system pressure or parental entitlement—drives decision-making and support.		CAMHS/MHST data Map school readiness against Ordinarily Available Provision (OAP) Identify priority themes and target schools Establish shared performance and learning framework and agreed data set Begin workforce alignment and role clarification across partner organisations Develop systemwide communication plan and service identity: engage Schools / settings & Build Buy-In Develop role profiles, adverts and recruitment campaign		commissioning planning Test and refine access pathways based on early learning Develop shared language, consistent practice expectations, and collaboration protocols		peer support approaches Agree sustainability plan and priorities for the following year Share learning and impact across the wider system. Finalise model – structure, funding and commissioning (SLAS / MOUS) Prepare for full EAH launch, including induction planning Stable, well-understood Experts at Hand model established Implement access and delivery systems: single point of contact, digital platform, triage,	
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<i>Success measure</i> Increase in the number of children and young people without EHCP or specialist placement supported by Speech and Language Therapists, Occupational Therapists and Educational Psychologists, and support workers <i>Leading indicator</i> Increased workforce FTE in Speech and Language Therapists, Occupational Therapists and Educational Psychologists, and support workers						and referral-free consultation. Sustainability plan and clear strategic priorities for the next year mapped having reviewed feedback on delivery model Learning, impact and emerging evidence shared across the wider system Refine model based on what is working and local need Drive inclusive practice and early intervention: outreach expansion, neurodiversity approach, Early Years integration, and “grow your own” workforce. Embed data, funding and	
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						governance: data-led targeting, cluster-based funding, strong monitoring, and reporting to EAH and SEND/AP boards.	
Building Block 3: System leadership, local partnership collaboration and co-production Leading Indicator Self-evaluation against our Local Partnership Maturity Matrix, indicates progress in key areas	Jeanette Yorke Head of SEND	Co-produce and begin development of a co-production toolkit and benchmarking approach (Lundy model), including: • clear expectations for co-production across all partners • “language that cares” and respectful dialogue • expectations for raising and resolving concerns early	No change expected	Launch and test the co-production toolkit and expectations across priority services and clusters Establish and begin delivery of locality-based engagement structures for children and young people, ensuring: • Children and young people’s voice is captured directly • Children and young people	No change	Review and refine the co-production toolkit and benchmarking approach based on learning and feedback Evidence how children and young people’s voice (captured separately) and parent carer voice are influencing: • service design • decision-making • system priorities Strengthen reach and	Self-evaluation against our Local Partnership Maturity Matrix, indicates progress in key areas

		(including mediation) Run whole-system engagement sessions to test and refine shared expectations in practice Develop and agree a segmented engagement plan, identifying: • children and young people (including less-heard groups) • parent carer groups Design and agree locality-based children and young people's engagement structures aligned to clusters/localities		and parent voice are analysed separately Begin delivery of regular engagement cycles across children and young people, parent carers and partners Introduce and embed "you said, we did" reporting across key programmes and services Implement the shared feedback framework, bringing together: • engagement feedback • complaints • SENDIASS insights • mediation themes		representation of engagement activity, ensuring participation reflects local diversity Embed routine "you said, we did" reporting across the partnership Demonstrate how feedback (including complaints, mediation and lived experience) is: • analysed systematically • used to inform service improvement Refine communication and EDR approaches based on: • family experience	
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		Introduce specific mechanisms to capture children and young people's views directly and separately from parent carers Commission or partner with VCS organisations to reach less-heard groups Identify and prioritise high-impact processes for redesign, and map where co-production must happen Map all existing feedback routes (complaints, SENDIASS, PCF, surveys etc.) and design a single partnership feedback framework		Launch redevelopment of the SEND Local Offer, co-produced with children, young people and families Roll out minimum communication standards across services Begin embedding the early dispute resolution (EDR) approach, including: • clear and accessible routes for families • workforce awareness and initial training Begin implementation of the SENDIASS review and		• feedback and escalation patterns Demonstrate improved consistency and responsiveness in communication across services Embed aligned governance arrangements, with clearer: • decision-making • escalation routes • accountability Begin development of shared partnership dashboards, integrating: • service data • lived experience • co-production feedback	
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		Agree a standard “you said, we did” reporting format Baseline current communication and family experience Develop and agree minimum communication standards (response times, tone, clarity) Design a shared early dispute resolution (EDR) approach, including: • clear routes for families to raise concerns • the role of mediation Map all existing partnership governance forums and decision-making routes to identify		improvement plan Introduce governance reporting of feedback, complaints, mediation and tribunal themes Implement initial shared data capture and reporting, including lived experience measures		Confirm Year 2 priorities, informed by: • feedback • data • co-production insight	
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		duplication and gaps Agree a small, meaningful set of shared indicators, including experience and escalation measures Engage with Schools Forum on Local SEND Reform Plans					
Building Block 4: Encouraging inclusive culture and behaviours Workstream – Universal Offer <i>Outcome</i> 1. The Universal Offer is embedded as everyday practice across all settings, acting as the consistent first response to need. 2. Practitioners confidently identify needs early, work effectively with families, and use	Lisa McDonald EAH Project Lead Kerry Smith Head of Education Effectiveness Pippa Emerson Head of Early Help & Targeted Interventions	<i>Universal Offer</i> Agree and publish a shared definition, language and expectations for inclusion and the universal Offer Co-produced, signed Universal Offer / Local Offer agreement Produce “every child and young person can expect...” statement	Workforce confidence and skills baseline established to enable monitoring and evaluation as we progress through the model	<i>Universal Offer</i> Embed Universal Offer within everyday assessment, behaviour approaches and transition planning Deliver targeted workforce development responding to identified confidence and skill gaps Strengthen leadership	Increased practitioner confidence in inclusive universal responses measured through inclusion RAG rating Improved consistency of practice across settings and phases measured through inclusion	<i>Universal Offer</i> Review workforce confidence through follow-up checks Evaluate impact of Universal Offer on early identification, inclusion and experience Refine guidance, training and QA processes based on learning and feedback	Increased practitioner confidence in inclusive universal responses measured through inclusion RAG rating Improved consistency of practice across settings and phases measured through inclusion

proportionate support without unnecessary escalation to specialist services. Workstream – Cradle to Career Outcome Schools work collaboratively through a place-based school cluster model to develop inclusive practice with the support of targeted funding. Family Hubs are inclusive, trusted access points for early support for children, young people and their families Transitions between phases of education promote inclusivity and a sense of belonging for all children and young people. Workstream – BCP Three-Tier Alternative Provision Model Outcome A three-Tier Alternative provision model is piloted successfully in BCP.		Ensure mutual partnership understanding of adaptive teaching, environment design and ordinarily available provision Ensure alignment of Universal Offer with Families First, Early Help and Experts at Hand, including Best Start in Life & inclusion leads Define the governance structure and feed into the Inclusion Steering board Define metrics for inclusion dashboard and proportionate monitoring Establish baseline workforce		ownership through forums, peer discussion and shared expectations Implement peer review, joint visits and secondments led by inclusion leads Collect and share diverse case studies, including family and young peoples lived experience actively reinforcing shared expectations Promote use of expert advice within universal practice, reducing unnecessary escalation Finalise governance structure and monitoring through inclusion leads and	scorecard RAG	Embed Universal Offer expectations into business-as-usual systems, leadership cycles and strategic plans Publish and routinely use practice exemplars to support continuous improvement Confirm ongoing alignment between Universal Offer and Experts at Hand A coherent, graduated system consistently meeting needs early	scorecard RAG Increase in attendance rate for children and young people with SEND Decrease in suspensions and permanent exclusions for children and young people with SEND
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Success measures Leading Indicators - Increased practitioner confidence in inclusive universal responses measured through inclusion RAG rating - Increase in attendance rate for children and young people with SEND - Decrease in suspensions and permanent exclusions for children and young people with SEND		confidence and skills audit Map current inclusive practice, leadership ownership and system interfaces Clear understanding of how universal and expert support connect Develop case study framework and identify priority practice areas including lived experience <i>Cradle to Career</i> Agree school clusters and governance structure, and engage partners including FE and voluntary sector Agree partnership charter with roles,		finalisation of dashboard <i>Cradle to Career</i> Establish and operationalise Best Start Family Hubs as inclusive, trusted access points for early support Develop and agree commissioning framework aligned to 0–25 pathways Review and strengthen		<i>Cradle to Career</i> Begin implementation of aligned commissioning across clusters Cradle to Career bespoke BCP conference days delivered as part of a catalyst phase, which identifies Cradle to Career	
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		responsibilities and shared values Recruit and embed a Best Start Inclusion Practitioner Begin co-production of clear, navigable pathways for children from birth Audit existing transition processes across phases and settings and identify strengths and areas for improvement Develop single, consistent local inclusion narrative and visual Begin Post-19 Planning with clear post-19 EHCP expectations. Baseline understanding of current transition		sufficiency data oversight Implement regular engagement cycles Co-produce accessible, strengths based 'self-serve' information to support families to understand and access help early Design whole-system family support offer (0–25) aligned to pathways Agree and implement transition principles, systems and processes for the universal, targeted and targeted plus offers across all education phases Agree levels of support, roles		opportunities in each cluster. Cradle to Career approach embedded across clusters Design, pilot and embed evidence based Best Start interventions focused on early identification, inclusion and prevention of escalation Identify, share and embed best practice in transitions across early years and into Reception Embed SEND Reform and Best Start Inclusion Lead priorities within new Health Visitor contracts and service specifications Design and implement a clear, inclusive	
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		practice and post-19 pathways and data sets <i>Three Tier Alternative Provision</i> Complete mobilisation phase of three-tier Alternative Provision delivery plan, including: • identification of pilot schools and area • developing referral pathways • place planning and financial models • designing CPD evidence-based Tier 1 resource toolkit Establish shared, BCP three-tier Alternative Provision model Confirm budget allocations and		and responsibilities for transition Define what “good transition” looks like at each phase. Develop shared expectations for preparation for adulthood across SEND, SEN Support, education, IAG and commissioning, Strengths based, SEND informed IAG consistently applied, with early pathway conversations embedded. Agree shared metrics and dashboard <i>Three Tier Alternative Provision</i> Enter the pilot phase of the three-tier Alternative Provision		transition support offer for families Create and implement a Clear 16–25 Pathway Framework with agreed local routes that is understood by families, providers and practitioners. Embed whole-system family support offer (0–25) aligned to pathways Experts at Hand link: Adopt a clearly defined model aligned to post 16 pathways, prioritising adaptation and sustainment over refusal, and providing targeted support to providers working with young people with complex needs.	
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		establish commissioning approach Align three-tier Alternative provision model with other developments Establish referral, decision making and scrutiny processes Plan system wide knowledge-sharing Establish baseline data Advice will align with the AP Specialist Taskforce and will provide targeted, cross-professional expertise to strengthen early identification, assessment, and responsive		delivery plan with the support of The Difference (a national education charity). Alternative provision embedded as time-limited, planned intervention, with clearer reintegration or progression routes in pilot areas. Roll out of tier one toolkit to all settings Commence tracking of live data Implement regular multi agency review and evaluation Test affordability and sustainability across the pilot		Implement data sharing and report cycles Embed regular engagement cycles (forums, feedback loops) <i>Three Tier Alternative Provision</i> Evaluate pilot phase and prepare to upscale the model – use baseline vs pilot data to establish measurable outcomes Stronger shared accountability between schools, AP providers and the local authority for keeping children and young people included in pilot areas. Adapt tiers based on evaluation and findings	
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		support for children and young people with additional needs, improving consistency and outcomes across the local area.				Implement phased roll out of plan Publish long term sustainable funding model Governance, data systems and partnership transition into business as usual	
Projected Investment Spend per quarter		Please see table below for spend per quarter Total Spend • Staffing: £1,967,069 (80%) • Administration: £248,250 (10%) • Transformation: £250,200 (10%)					

Year 1 Spend Per Quarter

Staff Title	Q2	Q3	Q4
Staffing (Total Cost: (£1,967,069) - 80%			
EAH Lead	£31,200	£54,600	£70,200
Senior Educational Psychologist	£36,528.40	£63,924.70	£82,188.90
Educational Psychologist	£88,575	£155,007	£199,293
Assistant Educational Psychologist	£31,400	£54,950	£70,650
Occupational Therapist	£29,400	£51,450	£66,150
Occupational Therapist Assistant	£4131.40	£7229.95	£9295.65
Inclusion Lead	£72,000	£126,000	£162,000
Inclusion Lead Team Manager	£8750	£15,312.50	£19,687.50
School/Setting Secondment Specialist Teachers	£63,375	£110,906.25	£142,593.75
Speech and Language Advanced Practitioner Contribution	£1044	£1827	£2349
Speech and Language Therapists	£27,010	£47,267.50	£60,772.50
Administration (Total Cost: £248,250) - 10%			
Cluster Co Ordinator	£22,750	£39,812.50	£51,187.50
Data Analysis Lead	£7500	£13,125	£16,875
Data Forecasting project work and tools	£19,400	£33,950	£43,650
Transformation (Total Cost: £250,200) - 10%			
SEND Reform Project Manager	£31,200	£54,600	£70,200
Joint Commissioning Lead	£5980	£10,465	£13,455
Digital Tools and Dashboard	£6000	£10,500	£13,500
Finance Analysis Module	£3400	£5950	£7650
Finance Adviser Support	£5000	-	-
Communication, co production, and web design	£2460	£4305	£5535
	Total: £497,103.80	Total: £861,182.40	Total: £1,107,232.80
		Overall Total	£2,465,519

6. How will the local area partnership deliver the first-year plan?

The local area partnership will use transformation funding to strengthen its existing project and programme leadership capacity ensuring strong oversight and focus to ensure delivery of the Local SEND Reform Plan and realisation of the outcomes and success measures. We will bring in project lead expertise to support the delivery of the Experts at Hand model. A portfolio management approach will be embedded across the SEND Reform Delivery Plan to track progress, manage risks and ensure efficient use of resources. This will ensure we can provide assurance to the DfE that delivery is on track, highlight risks and address issues at an early stage. We will use a combined approach of drawing on corporate transformation expertise and enhancing it with this additional capacity. This will ensure we continue to grow and share skills across the organisation. This approach is strengthened by NHS system alignment, with the Dorset ICB now operating within a wider cluster and moving toward place-based, multidisciplinary commissioning that enables more consistent decision-making, clearer accountability, and earlier, coordinated support closer to home for children and young people with SEND.

Investment will also focus on developing robust data dashboards and reporting tools to ensure accurate, timely tracking of performance measures and statutory returns. This will be complemented by strengthened data and analytical capacity drawing on existing skills within the organisation and training for existing staff to improve data literacy and analytical skills where required. We will use these tools to enable partnership oversight of a synthesised view of quantitative measures and lived experience insight, ensuring that our plan delivers efficient use of financial resources and improved outcomes and experiences for children and young people and their families.

Together, these measures provide sufficient capacity and capability to deliver the plan and support evidence-based decision making.

7. Other funding **Local Authorities**.

Block Transfers: If you have made a block transfer (Schools Block to High Needs Block) for 26-27, please set out how your plans for this funding align with the activities outlined above.

Not applicable for BCP

Capital: We have announced at least £3 billion in high needs capital between 2026-27 and 2029-30 to support children and young people (CYP) with SEND, or those requiring alternative provision (AP). This funding is intended to support place delivery across the full 0-25 age range, including early years and post-16. We expect funding to support the following outcomes:

- a. Inclusion at the core of high needs sufficiency strategy, resulting in more children and young people with SEND accessing suitable places in mainstream settings, across all phases of education
- b. Every child or young person who needs a place in an inclusion base can access one
- c. Fewer children and young people with SEND needing to travel a long way to access a suitable placement
- d. Improved suitability of the mainstream estate to support children and young people with SEND, with adaptations to improve inclusivity and accessibility of the physical environment

We also welcome innovative uses of high needs capital to drive inclusion, for example, investment in assistive technology for use in mainstream settings.

Please outline your strategy for how this funding will meet the outcomes above.

BCP's capital strategy underpins delivery of the Inclusive Place Sufficiency Strategy, translating identified need across the 0–25 system into targeted investment in inclusive mainstream provision, specialist bases, estate adaptation and, where evidenced, specialist capacity. It is informed by analysis of current and projected SEND need across all phases, alongside demographic growth and local insight, with EHCPs forecast to rise from 4,982 to 6,491. Increasing prevalence of autism, SEMH and communication needs is driving demand for both targeted and specialist provision.

The historic deficit in specialist capacity reflects fragmented planning and investment that has not kept pace with rising demand, resulting in a sustained mismatch between need and provision. This is evidenced by reliance on independent and out-of-area placements, delays in securing placements, and increased use of alternative provision. Benchmarking further shows that need across BCP is above national average with greater volatility than national trends, indicating capacity pressures—particularly at secondary and post-16—alongside geographic variation in need. This combination limits timely access to appropriate provision, increases travel and cost, and contributes to escalation into higher-cost placements.

BCP's strategy sets out forecast demand and capacity requirements by phase and need type, addresses historic gaps in specialist provision, prioritises inclusive mainstream capacity (including specialist bases), and strengthens local provision to improve access and reduce reliance on external placements.

Delivery is structured through a three-tier capital programme aligned to sufficiency modelling:

- **Phase 1 (Stabilisation):** addresses historic deficits in specialist capacity identified through the May 2024 DfE bid, reducing reliance on high-cost placements through delivery of a pre-approved programme, including the agreed £9.2m targeted DfE special capital allocation and Parkfield site.
- **Phase 2 (Rebalancing):** expands specialist bases within mainstream settings (Tier 2), increasing capacity for priority cohorts and enabling more children to be supported locally.

- **Phase 3 (Inclusion at scale):** embeds a rebalanced system, with a greater proportion of need met through mainstream and specialist base provision.

This phased approach improves placement mix, supports more efficient use of High Needs Block resources, and contributes to long-term financial sustainability, while recognising ongoing cost pressures linked to increased complexity of need and market factors.

Priorities include:

- expanding and better targeting specialist bases, particularly in secondary and post-16 provision
- delivering capital improvements to mainstream sites to enhance accessibility and inclusive environments
- aligning investment to accessibility planning and inclusive design principles
- developing local specialist pathways to meet complex needs

Where expansion of specialist provision is required, the Council will evidence unmet need, demonstrate that inclusive mainstream options have been fully explored, and ensure all investment aligns to the overall sufficiency strategy in partnership with local trusts.

The co-produced BCP Inclusive Design Charter underpins all capital investment, ensuring the estate is used efficiently, inclusively and sustainably, and supporting delivery of a more equitable, locally accessible SEND system aligned to SEND and AP Improvement Plan expectations.

Further detail can be found in Appendices 3, 3A and 3B

8. System partner and stakeholder engagement, and co-production.

Partnership engagement and coproduction are central to the delivery of SEND reform in BCP. In line with *Every Child Achieving and Thriving*, the partnership recognises that sustainable improvement depends on strong collaboration across education, health, care and the voluntary sector, alongside meaningful involvement of children, young people and families in shaping decisions that affect them. This shared commitment supports a system that is inclusive, transparent and responsive to need.

The local area partnership has strengthened and stabilised governance and leadership arrangements, with refreshed boards and clearer shared oversight across education, health and the local authority. These arrangements provide a strong foundation for effective engagement, shared accountability and collective decision making. Multi-agency forums support coordinated responses, joint commissioning and system-wide learning, while ongoing work continues to improve clarity of roles and escalation routes during periods of change.

Schools and settings play a critical role within the local family of schools. Engagement with early years providers, mainstream schools, alternative provision and post-16 partners takes place through established networks and collaborative forums. The partnership is improving consistency of engagement across phases, building confidence in inclusive practice and ensuring providers contribute to the delivery and monitoring of SEND reform. The cradle-to-career cluster model is central, bringing partners together to meet the needs of children locally.

Coproduction is embedded as everyday practice. Parents, carers, children and young people contribute at individual, service and system levels, including statutory processes and strategic forums. The partnership recognises that children and young people's voices are distinct from parent voice and is strengthening how these views influence decision making and service design.

Inclusive engagement approaches, including digital methods and community-based opportunities, broaden participation and reach less heard groups. Alongside this, workforce development prioritises building confidence in coproduction across education, health and care, while also supporting families to engage effectively.

Clear feedback loops ensure learning from engagement, complaints and dispute resolution informs continuous improvement. SENDIASS provides independent advice, and the partnership remains committed to sustaining confidence in its independence.

Our plan to ensure partners and stakeholders engage in the future development and implementation of the Reform Plan is as follows:

To ensure parents and carers are engaged we will strengthen co-production through the Parent Carer Forum, expand accessible engagement opportunities, and provide clear feedback loops so that families can see how their views influence decision making.

To ensure children and young people are engaged we will further develop youth forums and participation groups, use inclusive and creative approaches to capture voice, and ensure their views are routinely evidenced in service design and review.

To ensure our schools, early years settings and partners are engaged we will, as suggested in the Schools White Paper, take a leadership role in driving, convening and collaboration across the local system, strengthen networks, communities of practice and cluster models to support shared ownership of SEND reform and inclusive practice across all phases

Through transparent communication, strong governance and consistent coproduction, engagement remains integral to delivery, helping to build trust and sustain an inclusive system where children and young people with SEND feel they belong and can thrive.

Further detail can be found in our co production appendix 5



9. Risks and Mitigations

Risk	Impact	Likelihood	RAG	Mitigation	Residual RAG
Insufficient workforce capacity and capability to deliver inclusive practice at scale (education, health and care). Limits delivery of early intervention, Experts at Hand model and inclusion shift.	High	High	Red	Deliver a SEND-wide workforce strategy, including training, recruitment and retention initiatives; strengthen mainstream workforce capability through Experts at Hand; align workforce planning across partners; prioritise capacity in high-demand areas (e.g. therapies, EPs).	Amber
Inconsistent engagement and buy-in from schools, settings and system partners. Risks fragmented delivery and uneven implementation across the system	High	Medium	Amber	Strengthen co-production and partnership governance; use clusters and communities of practice to support shared ownership; provide clear expectations, support and challenge; embed feedback loops and sector-led improvement to build confidence and consistency.	Green
Sustained increase in demand for EHCPs and specialist provision outpacing system capacity. Impacts sufficiency, increases cost and limits progress toward inclusion.	High	High	Red	Accelerate early intervention and graduated approach; expand inclusion bases and mainstream capacity; use data and forecasting to inform sufficiency planning; align commissioning and capital investment to manage demand and reduce reliance on high-cost placements.	Amber

Dependence on external reforms (NHS, CSC, policy changes) creating misalignment or delays. May impact pace, sequencing and delivery of integrated pathways.	Medium	Medium	Amber	Maintain strong joint governance with health and CSC partners; align reform programmes through shared plans and leadership groups; use adaptive planning to respond to policy changes; escalate risks through governance and maintain regular review of dependencies.	Green
Financial pressures within the High Needs Block impacting delivery and sustainability. Constrains ability to invest in reform and deliver value for money.	High	High	Red	Deliver High Needs Block Management Plan alongside SEND reform; align resources to early help and inclusion; strengthen financial oversight through partnership governance; use joint commissioning to improve efficiency and outcomes; monitor cost drivers and placement mix closely.	Amber

10. Dependencies

Delivery of BCP's Local SEND Reform Plan is dependent on several national and local reforms that will influence pace, prioritisation and system capacity. In line with the DfE Quality Assessment Framework, the partnership has identified key dependencies and defined mitigation approaches to ensure delivery remains aligned to the core minimum requirements.

NHS reform and health system transformation

Changes within NHS Dorset, including evolving Integrated Care Board (ICB) priorities, commissioning arrangements and service models, will impact delivery of integrated SEND pathways and the Experts at Hand model. There is particular dependency on the availability and sustainability of therapies, CAMHS and community paediatrics.

Mitigation is through strengthened joint governance via the SEND & AP Systems Leadership Group and SEND Health Forum, ensuring health partners are fully embedded in planning and oversight. Joint commissioning and shared datasets will enable aligned decision-making, supporting early intervention, inclusion and improved outcomes.

Local Government reform and system capacity

Wider corporate transformation, financial pressures and potential organisational change present risks to workforce capacity, programme delivery and pace of reform.

BCP will manage this through strengthened programme governance, prioritisation of SEND reform within corporate plans, and investment in delivery capacity and programme management. A continued focus on value for money will ensure alignment with High Needs Block sustainability alongside improved outcomes.

Children's Social Care reform

Reforms linked to Families First and earlier help are critical to building a preventative, integrated SEND system. Dependencies include alignment of thresholds, pathways and workforce practice across education, health and care.

These will be managed through integrated family support models and shared leadership across SEND and Children's Social Care, aligning early help, safeguarding and SEND pathways to reduce fragmentation, crisis response and statutory escalation.

Best Start in Life and Family Hubs

The development of Family Hubs is a key enabler of early identification and intervention, particularly for children aged 0–5. Delivery is dependent on achieving scale and consistency across the system.

BCP will align SEND delivery with Family Hub development, embedding SEND expertise within early years systems, strengthening multi-agency working and improving data sharing. Co-production with families will ensure early pathways are accessible, inclusive and effective.

Curriculum and Assessment Review

National changes to curriculum and assessment will influence inclusive practice in mainstream settings and how outcomes are measured.

The partnership will work with schools, trusts and system leaders to respond to changes, maintaining a focus on inclusion, workforce confidence and consistent implementation through sector-led improvement and ongoing engagement.

Across all dependencies, the partnership will take a proactive approach to management through clear governance, regular review and defined escalation routes. This ensures wider reforms are aligned to local priorities and that delivery remains coherent, integrated and sustainable. Through adaptive planning and strong partnership working, BCP will meet the core minimum requirements and maintain

Section 3 – Monitoring and Evaluation

11. How will the local area partnership know delivery is on track?

Delivery is monitored through an integrated performance framework linking operational oversight, strategic governance and the DfE quarterly return. A monthly multi-agency dataset underpins the SEND & AP scorecard reviewed by the SEND & AP System Leadership Group to provide trend analysis, assurance and decision-making across education, health and care. This is complemented by service-level dashboards used by operational leads to track milestones, identify emerging pressures, target support and manage risks.

How we will use data to track progress/demand

We use a shared, multi-agency dataset to track both demand and progress across the system. This includes monitoring EHCP requests and referrals, demand by need type (including SEMH and neurodevelopmental), and pressure points in key pathways to strengthen forecasting and sufficiency planning. We will triangulate operational intelligence with the Joint Strategic Needs Assessment (JSNA) and develop partnership commissioning data (bringing together education, health and care activity, outcomes and costs) to support a shared understanding of need and the impact of current provision. In parallel, we track delivery measures such as timeliness and throughput across assessments and reviews, specialist support activity (SaLT/OT/EP) and progress against delivery-plan milestones (including workforce actions and places created). We triangulate this with quality and experience indicators (e.g., themes from QA activity, complaints, mediation/tribunal and engagement) and outcome measures such as attendance, exclusions/unauthorised absence, placement stability and post-16 participation/NEET, to test whether actions are improving outcomes over time. We will use these insights, alongside developing partnership commissioning data, to inform joint commissioning decisions (including service redesign and targeted investment), prioritise capacity where need is rising, and decommission or adapt approaches that are not improving outcomes or value for money. A High Needs Block (HNB) Board has been established to provide strategic financial oversight for SEND funding. The Board will scrutinise, identify and monitor costs to track demand and oversee the recovery plan.

The partnership also uses the multi-agency Dorset Intelligence and Insight Service (DiiS) SEND dashboards which provide health care data for the SEN Support and EHCP population which together with demographic insights provides a rich picture of the needs of this cohort. This allows to maintain a shared baseline and monitor trends across BCP and Dorset. The wider roll-out of the SEND flag across the DiiS platform will improve cohort tracking and support more consistent segmentation and evaluation.

Finance and value for money will be monitored alongside activity and outcomes, including High Needs Block position, placement mix and unit costs, and key cost drivers (including transport). This will inform prioritisation, commissioning and the shift of resources toward early intervention and inclusive practice.

Feedback and adaptation mechanisms

- **Co-production and engagement:** Review structured feedback from CYP, parents/carers and settings alongside performance data to test lived experience and whether changes are improving access and confidence.
- **Quality assurance:** Use themed audits, case reviews and multi-agency assurance to triangulate data and identify variation.
- **Learning and escalation:** Use themes from SENDIASS enquiries, complaints, mediation and tribunals to drive improvement, with clear escalation where risks arise.
- **Plan-do-review:** Where delivery is off track, agree corrective actions (e.g. reallocate capacity, revise pathways, target support, adjust commissioning) and track impact in the next cycle.

12. Reporting to DfE

Using the attached data template, the local area partnership is required to provide quarterly data returns to DfE against selected key metrics. DfE will, in turn, provide quarterly data reports with visualised analysis and benchmarking that will support your local delivery, monitoring and evaluation. This will include data the department holds on **Attendance**, **Exclusions**, and **Unauthorised absence**. Please use the attached data template to upload your initial data return to DfE.

Document attached to email submission

Section 4 – Governance

13. How will the local area partnership ensure delivery of plans remain on track?

Governance Mechanism	Purpose/ Responsibilities	Membership	Cadence	Decision Rights	Escalation Route
Lisa Linscott	SRO	Director for Education and Skills, BCP Council	n/a	n/a	n/a
SEND & AP Systems Leadership Group (This will become the SEND and AP Partnership Board in line with DfE guidance)	To provide system-wide leadership and assurance that high standards of practice, effective governance and strong partnership working are embedded across SEND and alternative provision. The Group uses performance and quality assurance evidence to identify gaps and risks, prioritise and track improvement actions, share good practice, and ensure resources are used effectively and services meet legal and regulatory requirements. Where assurance is insufficient, the Group will provide constructive	Current membership which will aligned with DfE guidance Corporate Director of Children's Services Interim Chief Nursing Officer Director of Education and Skills Director of Commissioning, Resources and Quality Director of Children's Social Care Senior CSC and SEND Case Lead Senior Learning Disability and Autism Programme	Bi-monthly	The SEND and Alternative Provision Systems Leadership Group acts as the principal system board for SEND and Alternative Provision across the BCP local area partnership. It provides strategic leadership, collective accountability, and system-wide assurance, and is the primary forum through which partners align, challenge, and agree priorities for SEND and AP improvement	Health and Wellbeing Board (Partnership), Children and Young Peoples Partnership Board (Partnership) Integrated Care Board (Health) Neighbourhood Health and Wellbeing programme (Health), the BCP Safeguarding Partnership and/or the relevant senior leadership team(s) within partner agencies, in line with agreed reporting and

	challenge and escalate issues through agreed governance routes.	Assurance Manager and SEND Lead SEND Advisor Director of Adult Social Care Deputy Director of BCP Modernisation & Place Principal Lead Children and Young People/LDA Deputy Director of Operations Designated Clinical Officer (DCO) Operations Director for MH and Children and Young People Group Director of Operations Director of Inclusion Headteacher of Special School Headteacher of Primary School Parent Carers Rep BCP Public Health Rep			governance arrangements.
SEND Health Forum	Provides health system oversight of SEND reforms across BCP and Dorset to improve outcomes for children	Chief and/or Deputy Nursing Officer NHS Dorset ICB	Monthly	The SEND Health Forum does not hold formal decision making powers; however, it can	Integrated Commissioning Board via the Quality and Commissioning

	and young people aged 0–25 with SEND.	Strategic Parent Carer Forum for Dorset and BCP Place Designated Clinical Officer SEND. NHS Dorset ICB Associate Designated Officer SEND. NHS Dorset ICB Designated Nurse for Children in Care. NHS Dorset ICB All Age Continuing Care representative, NHS Dorset ICB Strategic Commissioner representative NHS Dorset ICB Children and Young People Service Lead representative for Dorset Healthcare (Children, Young People and Family services. Child and Adolescent Mental Health, Speech and Language and Intellectual Disability team). Children and Young People Service Lead representative for		agree collective recommendations and actions on health related SEND pathways and escalate these for decision via the Integrated Commissioning Board and relevant SEND partnership governance boards.	Committee, AP & SEND Systems leadership group
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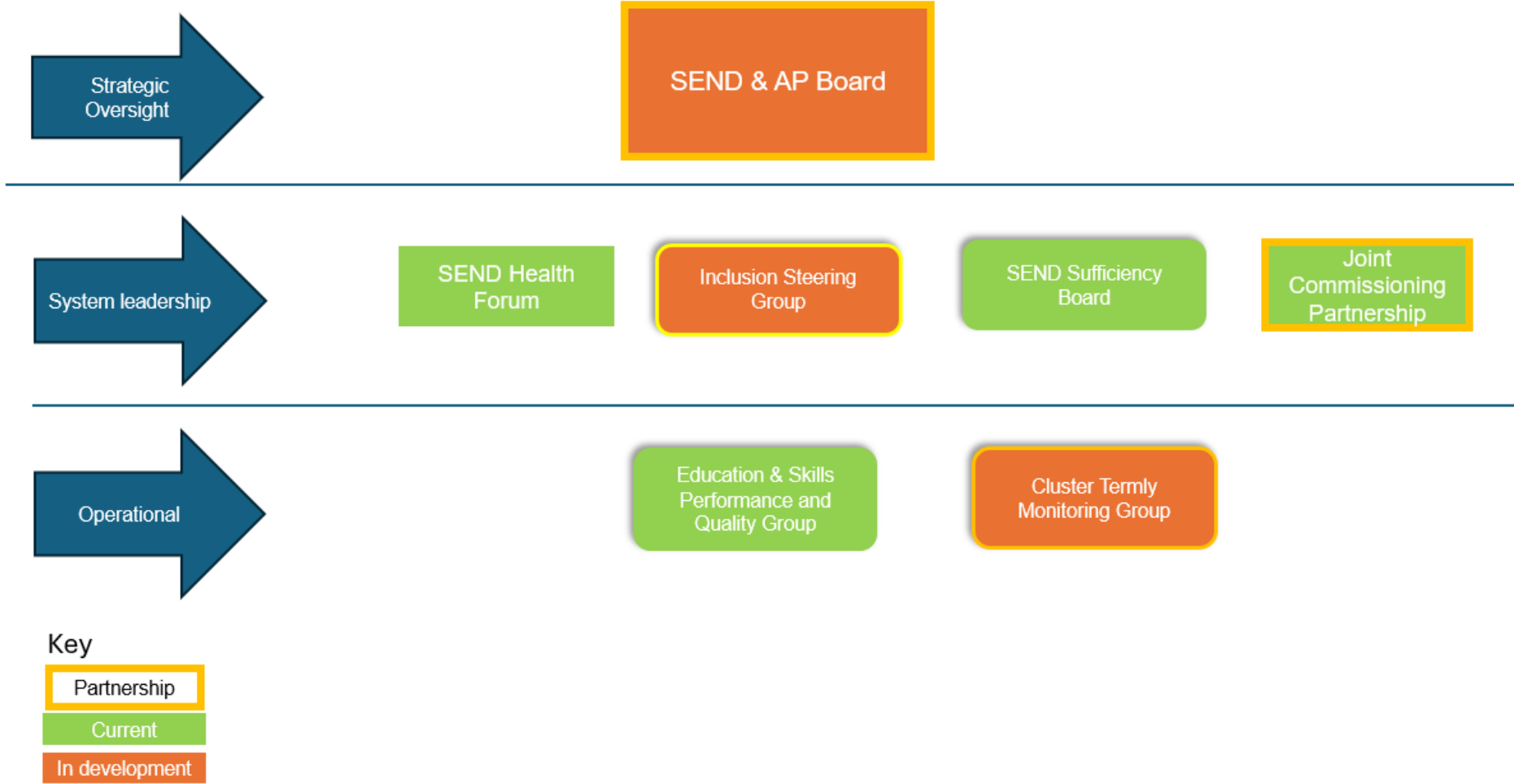
		University Hospital Dorset (Therapies, community nursing, community Paediatrics) Children and Young People Service lead representative for Dorset County Hospital. (Therapies, community nursing, community Paediatrics) Clinical representative from University Hospital Dorset Clinical lead representative Dorset County Hospital ICB Clinical lead representative Head of Programmes BCP Public Health			
Inclusion Steering Group (this is a new group and will be established to oversee experts at hand)	Brings together oversight of the model alongside key inclusion workstreams, including targeted funding and internal alternative provision. It identified emerging trends, ensures alignment, hold the offer to account and evaluates impact to drive	Expert at Hand Lead Head of Education Inclusion Leads Team Leader Principal Educational Psychologist Occupational Therapy Team Manager	6 weekly	Make decisions on staffing, support, whole cluster resource, funding and training.	SEND and AP board

	continuous system improvement.	Speech and Language Lead School and setting representatives Early Years Lead Post 16 Lead Parent/Carer Representation			
SEND Sufficiency Board	Provides strategic oversight of the SEND Sufficiency Strategy, acting as a decision making gateway to ensure SEND provision projects are prioritised, affordable, and delivered to agreed timescales, budgets and quality standards	Director Education & Skills, Learning and Skills (chair) Head of Place Planning, Admissions and Capital Programme Manager – Capital Headteacher – Secondary Headteacher – Primary SEND Finance SEND Service Manager Head of CS Commissioning PCT representation	Monthly	Approve or reject proposals for inclusion in the SEND programme, make decisions on escalated risks and issues, and authorise actions to ensure delivery against agreed timescales, budgets and quality standards.	Cabinet, CMB,
Joint Commissioning Partnership	The Joint Commissioning Partnership (JCP) for BCP Place will establish and embed a collaborative framework through which partner organisations—BCP	Director of Commissioning, Resources and Quality, BCP Council Deputy Director, NHS Dorset	quarterly	Whilst not an internal local authority or partners decision-making Group, the Group will receive proposals and make recommendations for key commissioning	SEND and AP System Leadership Group

	Council, NHS Dorset, Dorset HealthCare, Parent Carers Together and other relevant stakeholders—work together to plan, fund, and deliver integrated services that improve outcomes for children, young people, and families. The aims of the group are to: 1. Improve Outcomes and Experiences for Children Young people and Families 2. Maximise Use of Resources 3. Support Strategic Planning and Integration 4. Strengthen Governance and Accountability 5. Enable Innovation and Flexibility	Designated Clinical Officer for SEND, NHS Dorset Head of Service - Children's Commissioning, BCP Council Head of Children's Services, Dorset HealthCare BCP Public Health Deputy Director BCP Place		issues identified across the partnership taking into account inspections, peer reviews and other external monitoring processes. The group will monitor progress, including receiving relevant performance management information across the system. The expectation is that decisions of the partnership will be agreed through consensus or if necessary, the Chair will carry a casting vote	
Education and Skills Quality and Performance Group	To provide assurance that Children's Services Education and Skills is delivering high standards, with effective governance, and	Director of Education and Skills (Chair) Head of Education Effectiveness	Monthly	The group can agree, by consensus, required improvement actions and risk mitigations, confirm or amend	Where required, the group can escalate performance concerns, risks and any decisions requiring higher-

	scrutinises performance to identify gaps, manage risk and drive improvement.	Head of SEND Assessment & Review Head of School Inclusion, Places & Capital Early Help, Education & SEND Performance Manager Headteacher of BCP Virtual School and College Sendiass Manager		membership, and determine when performance concerns should be escalated to the SEND and AP Systems Leadership Group.	level oversight to the SEND and AP Systems Leadership Group.
Cluster Termly Monitoring Group (this is a new group and will be established to oversee experts at hand)	This group led by the inclusion lead and supported by seconded leaders and practitioners, reviews the impact and effectiveness of support across the clusters. It analyses key data, identifies emerging themes and highlights area for improvement ensuring provision is responsive and continuously strengthened at a cluster-wide level.	Inclusion lead for cluster School / Setting leaders (secondees) Cluster SaLT Cluster Educational Psychologist Cluster Occupational Therapist Early Years SENCo Cluster Coordinator	6 weekly	Cluster specific decisions on to allocate staffing, support, whole cluster resource, funding and training.	Inclusion Steering Group

Proposed SEND Reform Governance



Section 5 – Central Government Support

Specialist advisory and implementation support

Ongoing access to SEND and financial advisers to review emerging delivery, test assumptions and provide challenge will support robust implementation of our roadmap and enable early identification of risks or gaps against the QA framework.

Workforce development and national programmes

Support to develop and scale the specialist and mainstream workforce, including access to national training programmes and recruitment initiatives (e.g. educational psychology, therapies and SEND leadership), will be essential to building sustainable capacity and delivering inclusive practice at scale.

Data, benchmarking and digital tools

Continued development of national data sets, dashboards and benchmarking tools will support more consistent tracking of demand, outcomes and value for money across local areas. Alignment of data definitions and reporting requirements will further strengthen our ability to meet monitoring and reporting expectations.

System leadership and partnership development

Facilitation of peer learning opportunities, regional networks and sector-led improvement will support system leaders to share effective practice, strengthen delivery and accelerate improvement.

Policy clarity and alignment across reforms

Clear and timely guidance on the interaction between SEND reform, Children's Social Care reform, NHS priorities and education policy will support coherent local implementation and reduce duplication or conflicting expectations.

Through this support, BCP will be better positioned to deliver a coherent, inclusive and financially sustainable system that meets the expectations of the SEND reform programme

EXECUTIVE SUMMARY

LOCAL AREA

Bournemouth,
Christchurch and
Poole

SUMMARY: LOCAL SYSTEM "CHANGE STORY"

OUR CONTEXT

What are the most distinctive features of our local area that shape how we respond to the needs of children and young people?

What unique challenges or opportunities do we have here that will affect our journey toward a more inclusive and sustainable education system?

The Bournemouth, Christchurch and Poole (BCP) area is characterised by a combination of coastal geography, demographic diversity, and significant socioeconomic contrasts, all of which shape how services respond to the needs of children and young people. Formed in April 2019, BCP is home to around 404,500 residents (predicted to grow to 405,050 by 2028), population having increased by 4.9% over the past decade, driven largely by net migration. In the BCP area people are generally healthier and live for longer than the England average. However, not everyone has the same experience and BCP has areas of contrast, including some of the most affluent and most deprived areas in the country. 45,500 people live in an area that is amongst the 20% most deprived in England, including 10,900 0-19yr olds. There are 118,557 children and young people aged 0-25 in the area and 8,882 children are from absolute low-income families (less than 60% of median income). The prevalence of SEND in the most deprived decile of LSOAs in BCP is 26% and in the least deprived it is 14%. As children and young people in more disadvantaged communities may experience higher levels of need linked to poverty, housing instability, and reduced access to services, there is a continuing need for targeted early intervention and inclusive practice to address gaps in attainment and wellbeing.

BCP is also becoming more ethnically diverse. Around 18% (70,600) of residents are from an ethnic minority background, and diversity is even greater among younger people; 28% (14,698) of pupils in BCP schools (2025/26) identify as non-White British. SEND prevalence is highest amongst pupils from Gypsy Roma, White and Black Caribbean, Black British, White Irish and White British ethnic groups.

A defining feature of the locality is its coastal and urban composition, with three distinct towns that retain their own identities. This creates both opportunity and complexity in service delivery. On one hand, the area benefits from strong community assets, areas of natural beauty, cultural amenities, and access to natural environments that support wellbeing and enrichment. On the other, the geographical spread and variation between communities require flexible, locally responsive approaches to ensure equitable access to education, health, and support services across Bournemouth, Christchurch and Poole.

A further distinctive feature is the high and increasing level of need relating to Special Educational Needs and Disabilities (SEND). BCP has experienced sustained rising demand for specialist provision, Education, Health and Care Plans (EHCPs) which creates pressure on resources but also provides an opportunity to strengthen inclusive practice across all schools and settings, ensuring children can remain within their local communities wherever possible. SEND prevalence varies considerably across BCP with

WHERE ARE WE NOW?

What are the defining strengths and challenges of our current situation? Consider available data e.g.

No. of children awaiting EHCP assessment

Provision mix – No. and % of children by need by setting type (ISS, maintained special, mainstream)

Spend on Independent Special School provision [per place, overall]

Supply of Education Psychologists working with CYP

Supply of SALTs working with CYP

In what ways are we inclusive? Where do we fall short?

How do different stakeholders currently experience our system?

Our recent inspection (November 25) found an increased stability in leadership, a shared commitment to partnership working and a clear, ambitious and shared vision. This has led to improved lived experiences for children and young people with SEND and their families. Feedback from Parent Carers Together illustrates how we have worked to build confidence and trust: "BCP Council and NHS Dorset have strengthened partnership and co-production, embedding trust, empathy, and respect into SEND services. Some families are seeing earlier identification, faster support, and a stronger voice through initiatives like co-designed charters."

Over the last year we have been delivering some key areas of work to build our inclusive practice, supported by the DfE SEND Intervention Support Fund. As a result we have seen a notable improvement across several key indicators when comparing the current academic year to date (Sept-March) with the same period last year. The number of permanent exclusions has reduced from 83 to 58, suspensions have decreased from 4,950 to 4,155, and the number of pupils receiving one or more suspensions has fallen from 1,626 to 1,452. Attendance outcomes have also improved for pupils with known vulnerabilities, with the proportion who are severely absent decreasing from 5.60% to 4.45% in primary schools and from 19.28% to 17.88% in secondary schools.

However, we recognise that fragmentation remains within the system and children and young people and their families still have inconsistent experiences. and Parent Carers Together noted that "While progress is encouraging, challenges remain with diagnostic delays, school consistency, and building trust—continued effort is needed to deliver reliable, timely support".

Over the last few years we have seen a sustained increase in the number of EHCPs, 5,090 EHCPs (at 31 March 2026), with the proportion of children and young people aged 0-25 with an EHCP increasing from 2.1% in 2020 to 4.3% at 31 March 2026. This has been an 108% increase between 2020 and 2026. We have also seen a significant increase in EHCNAs from 434 in 2022 to 1,101 in 2026, which equates to 154% increase, and is above national and regional trends. as is the percentage of EHCNAs that proceed to an EHCP. The increase in EHCPs has also been reflected in an upward trend in pupils with a SEN support need, with a 21% relative increase from 2019/20 to 2025/26.

We have seen a particular increase in children and young people with needs of Autism (30.1% of maintained EHCPs), social, emotional and mental health (25.8%), and speech, language and

WHERE HAVE WE COME FROM?

What big changes or events have shaped us?

Have there been turning points, either positive or negative?

The formation of Bournemouth, Christchurch and Poole Council in April 2019 marked a major structural change. Bringing together three previously separate local authorities required the alignment of systems, processes, thresholds, and service cultures. This transition created both opportunities for a more consistent and unified SEND offer, and challenges in achieving coherence and equity across the area.

Following a SEND inspection in 2021, BCP was required to produce a Written Statement of Action to address areas of significant weakness. In 2024, the BCP area partnership was issued with a statutory direction, in response to slow progress against the Written Statement of Action. Since that point we have made significant strides in improving outcomes for children and young people with SEND. Our most recent inspection in November 2025 found that as a result of increased stability in leadership, a shared commitment to partnership working and a clear, ambitious and shared vision, partnership leaders are securing better lived experiences for children and young people with SEND and their families. However, we recognise that despite this progress challenges remain, and children and young people with SEND in BCP have inconsistent experiences across education, health and social care provision.

The Written Statement of Action noted that we had poor co-production practice at a strategic and operational level. There is now a clear recognition of the vital importance of co-production with children, young people, and families and increased engagement with parent carer forums and lived experience has helped to shape more responsive and inclusive services. We have worked closely with Parent Carers Together to address historic weaknesses and by the time of our last inspection at the end of 2025 they noted the positive changes we had made to strengthen co-production. We have begun the work of building trust and confidence with our families, and positive feedback is showing that we are making an impact (86% of parents carers reported contributing to writing EHCPs and 77% felt listened to), but we recognise that, as our inspection report highlighted, we have not yet fully secured the confidence of children and young people with SEND and their families.

Co-production has sat at the heart of our approach to developing this plan, with six sessions held with children and young people in their schools, feedback gathered from students at Bournemouth and Poole College and care experienced young people, two sessions with parents and carers, attendance at a SEND Information event and a padlet for parents and carers to share views. This in addition to three multi-agency practitioner sessions including 128 practitioners from across health, education and social care and a session for our local area SEND senior leadership. The co-production phase also included

WHERE DO WE WANT TO GO NEXT?

What would true inclusion and sustainability look like here?

How will stakeholders know things are better? Please ground your aspiration in measurable data e.g.

By the end of FY27-28 we aim to:

Improve attendance of pupils in all maintained schools (mainstream and special) with SEN from X to Y

Reduce spend on ISS places from X to Y

Increase no. of children supported by Education Psychologists in maintained provision from X to Y

Improve overall effectiveness of provision from X to Y with particular attention to a, b and c [see recent Ofsted inspection report]

We belong. We're listened to. We can thrive.

We have listened carefully to children, young people and families. As one young person told us: "We want schools to be accepting, welcoming and supporting so that everyone has the same experience in every school." This insight shapes our ambition to build an inclusive system where our local family of schools and settings shares responsibility for children and young people with SEND, and where belonging is part of everyday practice.

We want every child and young person to feel they are valued for who they are, and are supported to flourish in their local community. Our vision is rooted in a shared commitment across education, health, care and the voluntary sector to ensure that all children and young people have the best possible opportunities in life, and that families feel confident, listened to and supported.

We want BCP to be a place where children grow up feeling safe, included and understood, and where support is responsive, needs-led and available early. Through this reform plan, we will strengthen inclusive mainstream education, provide timely and flexible support without unnecessary barriers, and ensure the right provision is available at the right time. Skilled practitioners, strong partnerships and consistent approaches will enable early identification, early help and better outcomes.

We will work together to build trust, improve communication, reduce crisis responses, and use resources sustainably so that children and young people with SEND can thrive - in their schools, their families and their communities.

True inclusion in BCP will mean that children and young people with SEND are educated, achieve and belong in their local communities wherever possible, with mainstream settings confident and skilled in meeting a wide range of needs. Sustainability will be evidenced by a system where need is met early, reliance on high-cost specialist placements is reduced, and outcomes improve without disproportionate increases in spend. Inclusive practice will be characterised by:

Strong universal ordinarily available provision in all settings

Earlier identification and graduated response reducing escalation to EHCPs

WHAT WILL IT TAKE TO GET THERE?

What are our priority shifts/changes?

What help do we need—local and national?

What is our theory of change/reform strategy?

What will success look like in 1 year, 3 years, 5 years?

Our Local Partnership Maturity Assessment shows that BCP is moving from emerging to developing across most pillars. Leadership stability, governance, co-production and inclusive practice are strengthening, but experiences for children, young people and families remain inconsistent. Too much support is still reactive, fragmented or delayed. Our theory of change is that sustainable improvement comes from coordinated shifts across all pillars, not isolated actions.

Pillar 1: Co-production with parents, carers, children and young people

Co-production is embedded as everyday practice (not a one-off activity), children, young people and families will influence decisions, feel listened to and trust the system. This leads to services that are better designed, more accessible and more effective.

Pillar 2: Effective system leadership and governance

Partners share a clear vision, strong governance and collective accountability, decisions will be timely, transparent and focused on outcomes. This enables consistent practice and reduces variation across the system.

Pillar 3: Accurate understanding of need through data

We use shared quantitative and qualitative data to understand need and demand, so that we can plan sufficiency earlier, target intervention more effectively and prevent escalation, particularly for SEMH and neurodevelopmental needs.

Pillar 4: High-quality service delivery

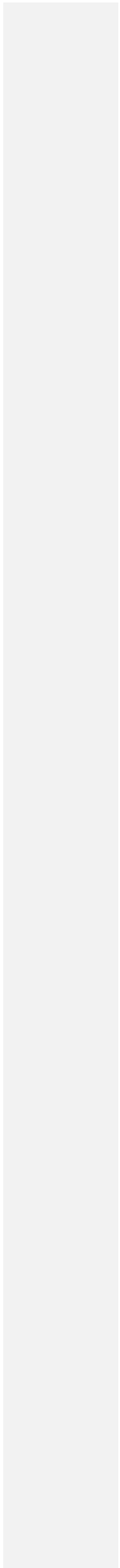
Inclusive mainstream practice, ordinarily available provision and the graduated approach are consistent across the local family of schools, with flexibility to respond to individual needs, so that more children will have needs met early, and reliance on specialist and crisis provision will reduce.

Pillar 5: Effective partnership working

Education, health and care work as one system through joint commissioning and shared pathways, so that children will experience coordinated support rather than fragmented services.

Pillar 6: Skilled and organised workforce

Embed a workforce that is stable, skilled and confident, so that children and families will experience





The Local Partnership Maturity Assessment Tool

Select the local area partnership this plan relates to from the box below:

839 Bournemouth, Christchurch and Poole

HOW TO USE THIS TOOL	
Purpose of the tool	This tool is intended for use by local SEND & AP partnerships (which should include local authorities, integrated care boards, education providers and representatives of families and children and young people) to identify their relative maturity in terms of collaboration and partnership working, providing a shared understanding of opportunities to strengthen the culture and practice of partnership in context. It has been co-developed with input from stakeholders and refined through testing as part of the SEND & AP Change Programme. To be most useful, it is important to complete this tool as honestly and transparently as possible. It will be used to support ongoing conversations across your local area partnership, and as a vital foundation to inform DfE officials' and health regional SEND leads' work with local areas on SEND improvement and reform.
How to complete it	The 'ASSESSMENT' tab below contains summaries of the maturity descriptors for each dimension which can be selected via a drop-down. There is a fuller framework with more detailed descriptors available in the document 'Partnership Maturity Assessment Guidance' that accompanies this tool. Local areas can use this additional guidance where needed, for instance to help guide your assessment in an area where partners cannot reach consensus, or to provide more input into plans for improvement. In addition to the rating, we encourage areas to summarise into this tab the identified strengths/successes or work in progress, along with issues/gaps that they want to address and (where possible) any agreed focus areas for improvement. Local partnerships can approach completing the tool in whatever way works best in their context. There are a number of principles that support the most effective use of the tool: 1) Input from a wide range of partners, ensuring that the overall assessment is an 'on balance' judgement that reflects the collective views of the partnership 2) Maximise space for dialogue about where the partnership is currently, as well as reflecting on how you got here and where you would like to go next; 3) Consider what you need to focus on as a result of the assessment and what it would take to further mature your partnership working and collaboration 4) Encourage constructive challenge between partners, ensuring there is a robust assessment of factors such as culture, behaviour, and leadership not just formal arrangements. Assessment ratings should be based in evidence and examples but it is not necessary to exhaustively capture these in the assessment tool. Illustrative examples should be used to help demonstrate why the relevant rating was arrived at and where practice is varied, the boxes on strengths and gaps can be used to highlight any areas that are positive or negative outliers relative to the overall rating.
How to use the results and the role of DfE	The partnership can use the tool's results to reflect, plan, act, and evolve collaboratively - ensuring that local improvement activity is strategic and evidence-led, enabling wider changes to provision for SEND and AP focused on meaningful outcomes for children, young people and families. In addition, sharing your results with the Department for Education, including identified gaps/issues and related improvement activities, also helps to build a national picture of the support required for local partnerships to be consistently strengthened.
Description of the ratings	
ASSESSMENT	The tool uses four levels of maturity for the assessment of partnership arrangements - an overview of what is meant by each of these levels is included below as a guide but local areas should consult the more comprehensive guidance if required.
0 - NOT YET EMERGING	<i>There are currently no significant arrangements or plans in place for this area. Collaboration or partnership working has not yet been considered or initiated. There may be little to no awareness of the need for development, and no structured discussions or intentions are evident at this stage.</i>
1 – EMERGING	<i>If you are 'emerging' it is likely that only basic arrangements are in place and any plans to improve or extend these arrangements are at an early stage or have not yet been fully formulated. There may be a range of positive relationships and partner intentions but these have not yet resulted in sustained collaboration and partnership working.</i>
2 – DEVELOPING	<i>If you are 'developing', arrangements are established and being actively strengthened. Collaborative working is increasingly consistent across partners, with shared goals and clear responsibilities. There is growing evidence of joint initiatives and improved outcomes, as partnerships deepen and systems evolve. Continuous improvement is recognised and partners regularly reflect on progress and refine their approaches together.</i>
3 – MATURING	<i>If you are 'maturing', collaborative arrangements are well-established and fully integrated into everyday practice. Partnership working is sustained, effective, and widely recognised for driving improved outcomes. Continuous feedback and joint decision-making are routine, and a strong culture of trust and shared responsibility ensures that improvement is ongoing and adaptive to changing needs.</i>

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CABINET

Report subject	BCP SEND and Alternative Provision Strategy 2026 - 2029
Meeting date	30 September 2026
Status	Public Report
Executive summary	Bournemouth, Christchurch and Poole Council, working with NHS Dorset and wider local area partners, has developed the BCP SEND and Alternative Provision (AP) Strategy 2026-2029. The strategy sets out the partnership's shared vision, ambitions and priorities for improving outcomes for children and young people with Special Educational Needs and Disabilities (SEND) and those who require Alternative Provision. The strategy has been developed through extensive engagement and co-production with children and young people, families, schools, settings and partner organisations. The shared vision is: "We belong. We are listened to. We can thrive." The strategy responds to increasing levels of need and demand across the SEND system whilst recognising the need to strengthen inclusion, improve consistency of support and ensure that children and young people receive help at the earliest possible stage. The strategy establishes a shared partnership framework built around six priorities: • Inclusive Practice and Belonging in Every Setting; • Earlier Help Through a Locality Model; • The Right Support in the Right Place; • A Strong and Purposeful Alternative Provision Offer; • Preparation for Adulthood; and • Trust, Communication and Co-production. The SEND and AP Strategy should be viewed as the partnership's overarching strategic framework. It describes what the local area is seeking to achieve and the outcomes it wishes to deliver for children, young people and families. Delivery of the strategy will be supported through the BCP Local SEND Reform Plan, which is presented elsewhere on this agenda and provides greater detail regarding how these ambitions will be implemented.

	Implementation of the strategy will be supported through a comprehensive governance framework bringing together education, health, care, commissioning and wider partnership arrangements. Strategic oversight will be provided through the SEND and AP System Leadership Group and associated boards responsible for key workstreams including inclusion, alternative provision, preparation for adulthood, co-production, sufficiency planning and SEND reform delivery. The governance framework also provides routes for accountability through Council and partnership structures including Cabinet, Overview and Scrutiny Committee, Schools Forum, the Children and Young People Partnership Board and the Health and Wellbeing Board. The Children's Services Overview and Scrutiny Committee considered the proposed strategy at their meeting on 14 September 2026. The report asks Cabinet to consider the proposed strategy, note the governance arrangements that will oversee implementation and recommend adoption of the BCP SEND and Alternative Provision Strategy 2026-2029.
Recommendations	It is RECOMMENDED that Cabinet: (a) Notes the draft SEND and AP Strategy 2026 - 2029 (b) Endorses the vision, principles and six strategic priorities set out within the Strategy. (c) Notes the governance arrangements that will oversee implementation and monitor progress across the partnership. (d) adopts the BCP SEND and Alternative Provision Strategy 2026-2029 as the partnership's strategic framework for improving outcomes for children and young people with SEND and those requiring Alternative Provision.
Reason for recommendations	The SEND and AP Strategy provides the overarching strategic framework for improving outcomes for children and young people with SEND and those requiring Alternative Provision across Bournemouth, Christchurch and Poole between 2026 and 2029. It establishes a shared vision, agreed priorities and delivery principles across the local partnership and provides the strategic context within which the SEND Reform Plan and associated improvement programmes will be delivered. The strategy supports continued improvement in inclusion, partnership working, early intervention, preparation for adulthood and family experience, whilst responding to increasing levels of demand across the SEND and AP system.

Portfolio Holder(s):	Cllr Richard Burton, Portfolio Holder for Children and Young People
Corporate Director	Juliette Blake, Interim Director of Children's Services
Report Authors	Lisa Linscott, Director of Education and Skills
Wards	Council-wide
Classification	For Recommendation to Cabinet

Background

1. Children and young people with Special Educational Needs and Disabilities (SEND) should have the opportunity to belong, participate and thrive within their local communities. The DRAFT BCP SEND and AP Strategy 2026 - 2029 sets out the local partnership's shared vision and priorities for improving outcomes for children and young people with SEND and those requiring Alternative Provision (AP) over the period 2026-2029. The strategy has been developed jointly by BCP Council, NHS Dorset, education providers, families, children and young people and wider partners through a process of co-production.
2. The strategy is built around the shared local vision:
"We belong. We are listened to. We can thrive."
3. The strategy recognises that whilst progress has been made through strengthened partnership working and a shared commitment to inclusion, too many children and families continue to experience inconsistent support, delays in receiving help and varying experiences across services and settings. The local area has also experienced continued growth in demand for SEND services and Education, Health and Care Plans.
4. The strategy therefore sets out a collective partnership response focused on earlier intervention, inclusion, improved consistency and stronger collaboration across education, health and care services.

Purpose Of This Report

5. This report presents the BCP SEND and Alternative Provision Strategy 2026-2029 for consideration.
6. The strategy provides the overarching vision and framework for SEND and Alternative Provision across Bournemouth, Christchurch and Poole and complements the Local SEND Reform Plan submitted to the Department for Education in June 2026. Whilst the Reform Plan sets out the detailed delivery programme and improvement activity, the SEND and AP Strategy establishes the

longer-term partnership ambitions, priorities and outcomes that will guide implementation and decision making.

Strategic Priorities

7. The strategy identifies six partnership priorities for the period 2026-2029. These priorities were shaped directly through engagement with children and young people, parents and carers, schools, settings and partner agencies.
 - i. **Inclusive Practice and Belonging in Every Setting**

Embedding a strong culture of inclusion across all schools and settings through the Graduated Approach to Inclusion, an enhanced universal offer and greater consistency of practice. The ambition is that children and young people feel safe, welcomed and supported to succeed in their local community wherever possible.
 - ii. **Earlier Help Through a Locality Model**

Implementing a locality-based approach that brings education, health and care partners together to provide coordinated support at the earliest opportunity, helping to prevent needs escalating and reducing reliance on specialist intervention.
 - iii. **The Right Support in the Right Place**

Strengthening local capacity through enhanced mainstream inclusion, targeted provision and specialist support, ensuring children and young people can access support as close to home as possible.
 - iv. **A Strong and Purposeful Alternative Provision Offer**

Developing a coherent, high-quality Alternative Provision system which focuses on early intervention, preventing lost learning, promoting reintegration and ensuring provision is outcomes-focused.
 - v. **Preparation for Adulthood**

Embedding a cradle-to-career approach which raises aspirations, supports independence and improves progression into education, employment, training and community participation.
 - vi. **Trust, Communication and Co-production**

Strengthening relationships with children, young people and families through meaningful co-production, better communication and greater transparency in decision making and service development.

Proposed Governance and Accountability

8. A key feature of the strategy is the establishment of a clear governance framework to oversee delivery and ensure accountability across the partnership. The governance arrangements align strategic leadership, transformation activity and operational delivery, recognising that successful implementation depends on collective ownership across education, health, social care and partner organisations.
9. The central governance body is the SEND and AP System Leadership Group, supported by a range of themed boards and partnerships responsible for delivery

of specific priorities, including Inclusion Support, Alternative Provision, Preparation for Adulthood, Sufficiency Planning, Co-production and Local Offer development.

10. Strategic oversight is also provided through wider council and partnership governance arrangements including Cabinet, Children's Overview and Scrutiny Committee, Schools Forum, the Children and Young People Partnership Board, Health and Wellbeing Board and other transformation and partnership structures.
11. The governance framework is designed to ensure delivery is monitored through performance information, lived experience feedback, quality assurance activity and scrutiny arrangements, enabling the partnership to respond to emerging risks and maintain focus on improving outcomes for children and young people.

Summary of financial implications

12. The SEND and AP Strategy does not itself approve new financial commitments. Rather, it provides the strategic framework within which future commissioning, investment and service planning decisions will be taken. Delivery of individual programmes arising from the strategy will be subject to existing governance, financial approvals and decision-making processes as required.
13. The financial implications associated with specific delivery programmes are set out separately through supporting business cases, capital proposals and the SEND Reform Plan report being considered elsewhere on this agenda.

Summary of legal implications

14. BCP Council and partner organisations have statutory responsibilities in relation to children and young people with SEND arising principally from the Children and Families Act 2014, the Education Act 1996, the SEND Code of Practice and associated legislation.
15. The SEND and AP Strategy supports the local area partnership in delivering these duties through a coordinated approach to improving inclusion, planning provision, strengthening partnership working and improving outcomes for children and young people with SEND.
16. Whilst the strategy itself does not create new statutory duties, it provides a strategic framework for how existing responsibilities will be delivered collaboratively across the partnership.

Summary of human resources implications

17. Implementation of the strategy will require continued partnership working and workforce development across education, health and care services.
18. The strategy promotes strengthened practice, collaborative working and ongoing investment in workforce capability as part of the wider ambition to create a more inclusive system for children and young people with SEND. Any future workforce changes arising from delivery programmes will be managed through the Council's established human resources processes and governance arrangements.

Summary of sustainability impact

19. The strategy supports sustainable service delivery through its focus on earlier intervention, strengthened local provision and improved partnership working.

20. The strategic emphasis on supporting children and young people closer to home, strengthening local mainstream provision and developing coordinated locality-based models of support contributes to longer-term sustainability across the SEND and AP system.

Summary of public health implications

21. The strategy supports improved wellbeing, educational participation, inclusion and life opportunities for children and young people with SEND.
22. Through its emphasis on earlier help, joined-up services, belonging and positive outcomes, the strategy contributes to wider public health objectives and seeks to reduce the risk of poorer outcomes associated with unmet need, exclusion and disengagement from education.

Summary of equality implications

23. The strategy directly supports the Council's commitment to improving outcomes for children and young people with SEND and reducing barriers to participation, learning and inclusion.
24. The strategy has been developed through extensive engagement and co-production with children and young people, parents, carers and partners. Inclusion, belonging, equity of access and participation are central themes throughout the strategy and underpin each of the six strategic priorities.
25. An Equality Impact Assessment has been completed to support consideration of the strategy.

Summary of risk assessment

- Key risks associated with implementation of the strategy include:
 - Continued growth in demand for SEND support and specialist provision.
 - Variability in inclusive practice and outcomes across settings.
 - Workforce recruitment and retention challenges.
 - Insufficient partnership capacity to deliver strategic priorities at the required pace.
 - Failure to sustain engagement and confidence amongst children, young people and families.
 - National policy or funding changes affecting implementation assumptions.
26. These risks will be managed through the governance arrangements established for delivery of the strategy, supported by performance monitoring, quality assurance, co-production and regular reporting through partnership and council governance structures.

Background papers

The following documents have been used to a material extent in drafting this report:

- BCP SEND and Alternative Provision Strategy 2026 – 2029
- Governance Map: SEND Reform and Strategy Implementation
- BCP Local SEND Reform Plan June 2026.
- BCP Local Partnership Maturity Assessment.

- Department for Education SEND Reform documentation and guidance (published works).

Appendices

- Appendix 1 – BCP SEND and AP Strategy 2026 - 2029
- Appendix 2 – Proposed Governance Map

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BCP SEND & Alternative Provision Strategy 2026–2029

Building belonging, growing confidence, thriving together

1. Our vision

We belong. We are listened to. We can thrive.

In Bournemouth, Christchurch and Poole, every child and young person with SEND should feel seen, valued, and supported to be who they are. Together, we're building a more inclusive BCP, where children and young people with SEND are heard, valued and supported to thrive, through strong partnerships, honest listening, and continuous improvement.

We are committed to making sure every child and young person:

**Feels they truly belong in their community
Is understood, listened to, and respected
Gets the right support at the right time
Can thrive in education and in life**

Through our co-production work across BCP, children and young people told us clearly:

"It's okay to be different here"

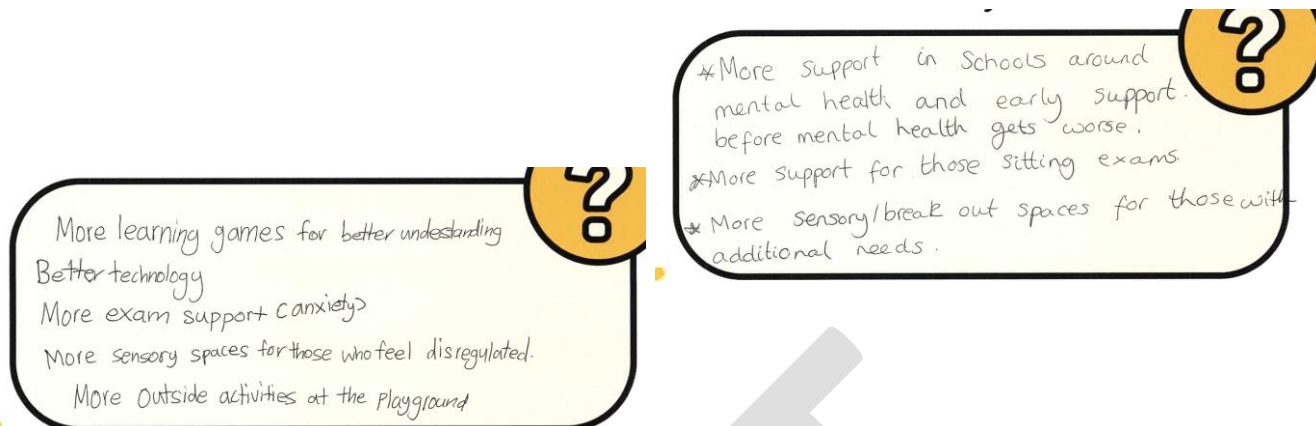
"We like to have help before things go wrong"

We want settings to be:

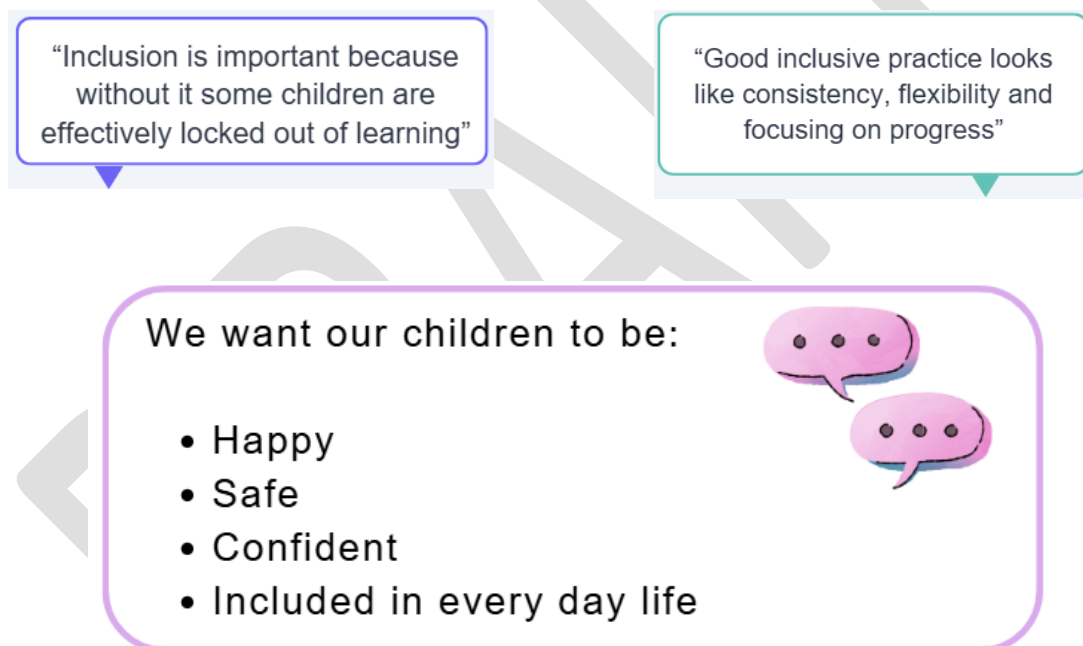
- Calm
- Flexible
- Welcoming
- Designed around how we learn best



When we asked children and young people how things could be different in three years' time, they told us:



Parents and carers shared their thoughts with us also:



We share this vision.

This Strategy sets out our strong commitment to making this a reality – working together with children, young people, families, and partners to create a more inclusive, supportive, and empowering future for all.

2. Our story so far

We are proud of the progress we have made together. Across education, health and care, there is **strong partnership working**, **committed leadership**, and a **shared ambition** to improve outcomes for children and young people with SEND. We have built solid foundations for co-production and a clear focus on inclusion and belonging.

However, we know that too many children and families are **not yet experiencing this consistently**.

Support is often provided **too late**, after needs have escalated. Experiences **vary too much** between schools and settings, and families continue to face **unclear pathways and communication**. At the same time, **demand is growing rapidly**, with increasing levels of need and rising numbers of EHCPs.

Children, young people and their families are clear about what needs to change: support must happen **earlier**, practice must be more **consistent**, and services must **work better together**.

3. What you told us

This Strategy has been shaped directly by children, young people, parents and carers.

Children and young people told us:

WE LEARN BEST WHEN...

- teaching is clear and adapted for us
- learning is practical and engaging
- we have time, space and flexibility
- adults know and understand us

WE FEEL INCLUDED WHEN...

- we are listened to
- adults take time to understand us
- we feel safe to be ourselves

WE STRUGGLE WHEN...

- environments are noisy or overwhelming
- learning is rushed or unclear
- adults don't understand our needs

Parents and carers told us:

THEY SUPPORT THE DIRECTION OF TRAVEL, PARTICULARLY..



- early intervention
- inclusive schools
- partnership working

HOWEVER, THEY ARE CONCERNED ABOUT...



- waiting times and backlogs
- workforce capacity
- whether change will be consistent across all settings

THEY WANT...



- clear information about support
- better communication
- confidence that their concerns will be taken seriously the first time

Our schools and settings told us:

OUR APPROACH SHOULD BE...



- “a preventative, person-centred model built on trust, with the child at the heart.”
- “visible, with a consistent ‘village’ across schools, families, and services.”

OUR SUPPORT SHOULD BE...

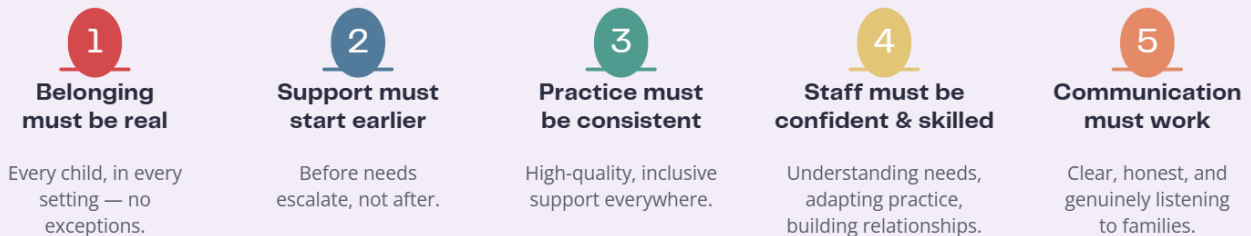


- “joined-up and accessible through a single front door, with early help not dependent on diagnosis.”

4. What needs to change

5 THINGS THAT MUST CHANGE

For every child, in every setting



How we will work together

We will work as one partnership, guided by shared principles:

- Work together openly and honestly
- Listen to children, young people and families
- Focus on strengths and what matters to each individual
- Act early and prevent problems from escalating
- Take shared responsibility for outcomes

These principles are outlined in more detail in our partnership Memorandum of Understanding ([link](#)).

5. Our priorities for the next three years

Our priorities for the next three years reflect a clear, shared ambition: to create a system where every child and young person feels they belong, receives the right support at the right time, and is well prepared for their future. Co-production underpins every element of this strategy, with children, young people and families actively shaping design, delivery and review at all levels of the system across every priority:

1. Inclusive practice and belonging in every setting
2. Earlier help through a locality model
3. The right support in the right place
4. A strong and purposeful alternative provision (AP) offer
5. Preparation for Adulthood
6. Trust, communication and co production

Priority 1: Inclusive practice and belonging in every setting

"I feel like I belong when teachers support us early and give us clear expectations. Good inclusive practice is help before things go wrong, not just after"

Year 11 pupil

We will embed consistent inclusive practice through our BCP Graduated Approach to Inclusion. The Local Area Partnership will implement a clearly defined strategy to introduce the Universal Offer and Ordinarily Available Provision (OAP) [Universal | BCP GATI](#), ensuring consistent communication, stakeholder engagement, and equitable access to support for all children and young people with SEND.

A strong Ordinarily Available Provision (OAP) baseline within our settings and schools is the cornerstone of an inclusive system, ensuring that high quality, adaptive teaching and support are consistently in place for all children and young people. By clearly defining and embedding our shared universal practices, we can meet a wide range of needs early and promote equity and belonging. Our robust OAP baseline will strengthen our universal offer and provide clarity, consistency, and confidence for practitioners, families, and partners.

We want to build capacity, confidence and sustainable expertise within schools and settings rather than dependency.

We will ensure all schools and settings:

- understand and meet a wide range of needs
- create calm, flexible learning environments
- deliver strong, inclusive everyday practice

This model will:

- improve consistency across all settings
- strengthen teaching approaches and environments
- ensure children experience inclusion every day

This means that: children will feel safe, included and able to succeed wherever they are.

Priority 2: Earlier help through a locality model

“belonging comes from staff understanding needs, and quietly adapting so support feels normal, not different”

BCP Parent

The BCP Inclusion Support Partnership is a place-based, early intervention approach designed to strengthen inclusive practice across schools and settings. It works by bringing together education, health and care partners to provide timely, coordinated support at the earliest point of need, through a clear graduated approach. At its core, the model focuses on working alongside practitioners to build their confidence, skills and capacity, ensuring that children and young people with SEND are supported effectively within their everyday environments.

We will introduce a new way of working that:

- brings specialist support directly into schools and settings
- provides one clear route for help
- works alongside staff and families

This model will:

- build confidence and capability in schools
- provide timely, practical support
- reduce the need for escalation to specialist services

The approach will be delivered through our cluster-based locality model, ensuring support is rooted in communities and consistent across BCP.

This means that: children will get help earlier, in the right place.

Priority 3: The right support in the right place

“It is a priority to make children and young people feel validated whilst providing a safe space for them to learn at different paces”

BCP Teacher

We will ensure that the right help is in place at the right time by strengthening the teams around the school and securing a graduated approach platform that enables schools and settings to confidently “self-serve” support within their everyday practice. This will build practitioners’ knowledge, skills, and confidence to meet a wide range of needs, supported by high-quality specialist and Alternative Provision (AP) outreach and other services. Learning will be rooted in real examples, including case studies and live practice from settings and schools, creating opportunities for colleagues to learn alongside one another. Through this shared approach, school and setting staff will grow in expertise together, embedding inclusive practice and improving outcomes for children and young people with SEND.

We will:

- increase inclusive provision in our local family of mainstream schools
- expand specialist support where needed
- reduce reliance on distant or high-cost placements

This includes:

- developing specialist bases and outreach
- strengthening inclusion in mainstream settings
- improving local capacity to meet need

This will be aligned to our cluster model and targeted funding approach, ensuring provision develops in response to local need. Genuine co-production will be part of service design and frontline practice, not just strategy.

This means that: more children will be supported successfully within their community.

(Link to SEND Sufficiency Strategy)

Priority 4: A strong and purposeful Alternative Provision (AP) offer

"I used to go to a different place and now I just have the help of my team in school. I understand that it is important for some students to have help from other people. That is good."

Year 6 Pupil

We are committed to developing a high-quality, inclusive alternative provision system that keeps children and young people engaged in learning and achieving positive outcomes. Through a locality-based, cluster model informed by national best practice, we will work in partnership to intervene early, reduce lost learning and prevent escalation of need. We will strengthen pathways into and out of AP, supporting reintegration to mainstream where appropriate and ensuring all provision is purposeful, time-limited and outcomes-focused. Our ambition is that AP is a targeted intervention, not a destination, enabling every child and young person to progress and succeed.

We will:

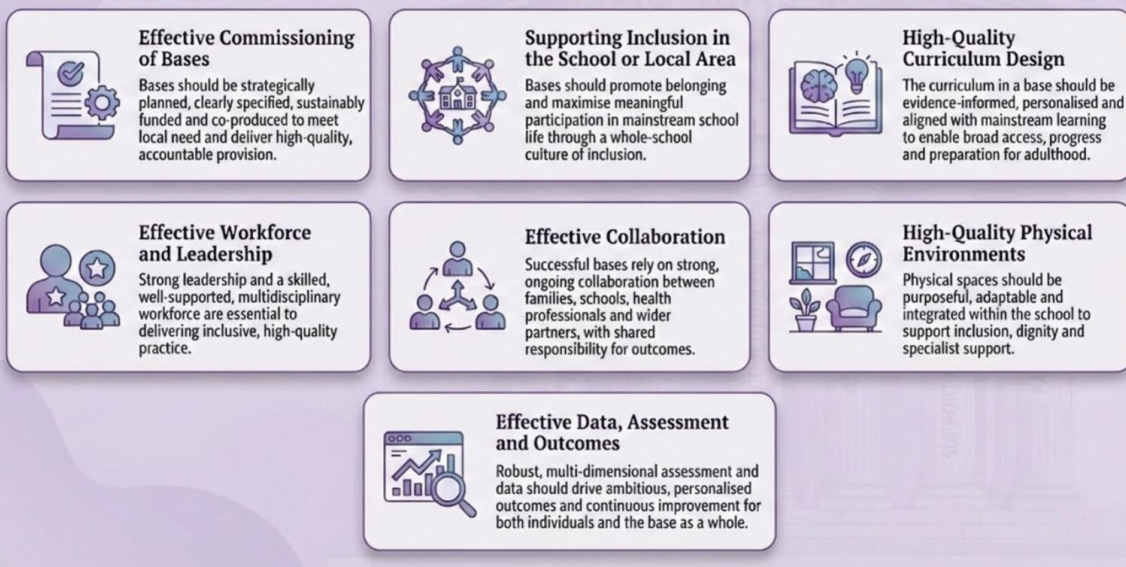
- strengthen early support to prevent lost learning
- improve reintegration back into mainstream education
- ensure AP is high quality and focused on outcomes

Our Alternative Provision will operate in a cluster based locality system, and taking learning from national best practice.

This ensures children and young people receive the right level of support at the right time:

- **Tier 1** – strong inclusive support within schools and clusters to prevent escalation
- **Tier 2** – targeted intervention, supported through our Inclusion Support Partnership
- **Tier 3** – specialist Alternative Provision for those who need it

What's coming down the track?



Our approach:

- focuses on early intervention and prevention
- supports children to stay connected to education
- ensures successful reintegration wherever possible

So that the return to a child/young person's home school :

- is successful and measured through sustained attendance, engagement, and reduced reliance on alternative provision.
- includes phased transitions and ongoing targeted support
- ensures children, young people, and families shape reintegration plans and goals.
- has regular review through multi-agency check-ins to maintain progress and prevent re-escalation.

This means that: children will stay connected to education and achieve positive outcomes.

(Link to three tier AP model)

Priority 5: Preparation for adulthood

"We have mentors support and careers guidance. We are supported to pursue our goals and are involved in try outs for our futures"

Year 10 Pupil

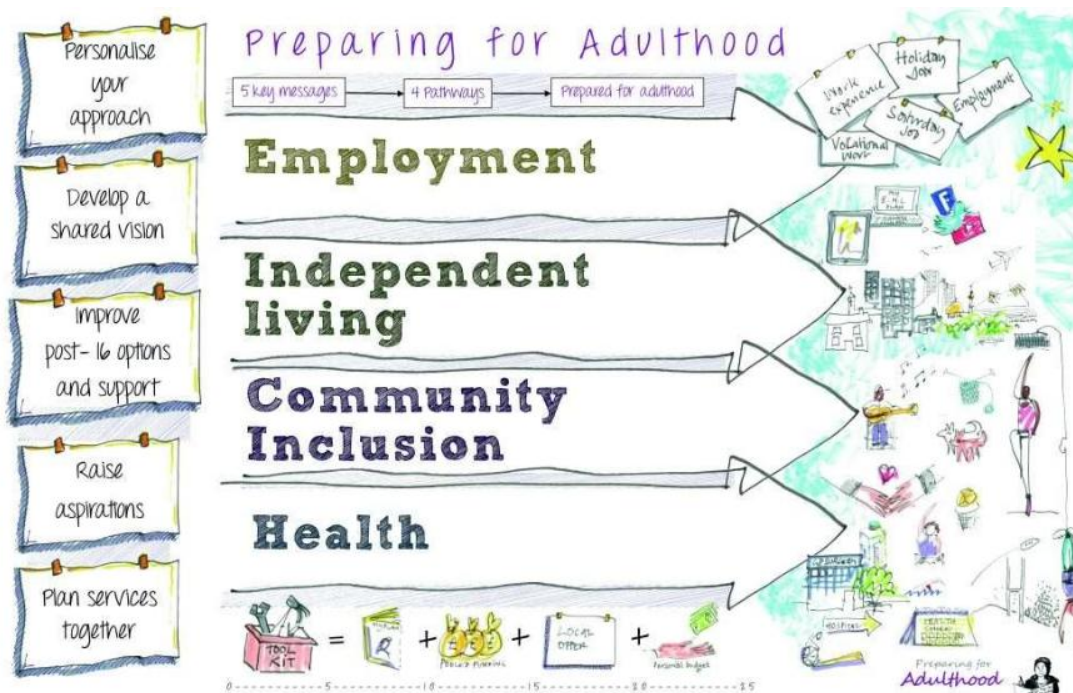
We are committed to embedding a whole system approach to Preparation for Adulthood, ensuring that children and young people with SEND are supported from the earliest years to develop the skills, knowledge and confidence needed to lead fulfilling adult lives.

Our ambition is that every child and young person is supported on a clear pathway from cradle to career, with high aspirations, coordinated support and meaningful opportunities at every stage.

We will:

- Strengthen transitions at all stages, ensuring planning is timely, person-centred and outcomes focused
- Embed Preparation for Adulthood from the earliest years, with a consistent focus on the four PfA outcomes
- Improve post-16 pathways and opportunities, working collaboratively with education providers, training services and employers to increase access to inclusive education, supported internships, apprenticeships and employment
- Support the development of independence and life skills, including communication, decision-making, travel training, financial capability and self-advocacy
- Raise aspirations for all children and young people with SEND, ensuring exposure to real-life experiences, careers education and positive role models throughout their education
- Strengthen partnership working across education, health, social care, families and the voluntary sector to deliver a coordinated and joined up approach
- Ensure person-centred planning is embedded, with clear, ambitious and measurable outcomes reflected in EHC plans and support arrangements
- Equip the workforce with the skills, knowledge and shared understanding needed to support long-term outcomes for adulthood

The PfA Outcomes



This means that:

- Children and young people with SEND will develop early independence, resilience and aspiration
- Families will be informed, engaged and confident in planning for their child's future
- Transitions will be well planned, coordinated and ambitious, reducing uncertainty and improving continuity of support
- Young people will have increased access to high quality post-16 and post-19 opportunities, including education, training and employment
- More young people with SEND will progress into sustained employment, independent living and active participation in their communities
- Young people will be well-prepared for adulthood, with the confidence, skills and support they need to achieve positive outcomes and lead meaningful lives



Priority 6: Trust, communication and co-production

This priority is an anchor to our strategy and not the only place our co production sits

“Belonging is important because when anxiety led to school refusal, my child couldn’t access education at all. Belonging started with staff who listened, were patient and rebuilt trust”

BCP Parent

We are committed to building strong, trusting relationships with all partners, especially children and young people (CYP) with SEND and their families rooted firmly in [Our Co-Production Pledge](#). We will work in genuine partnership through co-production, ensuring that their voices are heard, valued and influence decision-making from the earliest stages. By sharing, listening to lived experience and working collaboratively across education, health and care, we aim to design and deliver services that better meet local needs and improve outcomes. Our approach is rooted in openness, respect and a belief that meaningful involvement of CYP and families leads to stronger, more effective and inclusive services.



We will:

- Improve communication with families by providing clear, consistent and accessible information across all services
- Strengthen the SEND Local Offer by ensuring it is up to date, easy to use and reflects the full range of local support
- Ensure families are listened to and involved by embedding co-production and acting on feedback to drive meaningful change

SEND co-production charter

BCP Council and NHS Dorset are committed to working in partnership with parents, carers, young people and children to co-produce SEND services. Co-production means that everyone works together on an equal basis. This charter sets out the values that we have agreed together. These underpin all our co-production work.

We co-produce from start to finish.



This approach ensures that belonging is not just an aspiration, but a consistent experience across every setting. As a result, families will understand the system and feel confident in it. This shows that lived experience informs day-to-day decision making and support pathways.

This means that:

- Families will receive clear, consistent and accessible information about support, services and pathways
- Parents and carers will know where to go for help and feel confident navigating the system
- The SEND Local Offer will be widely used, trusted and reflective of the lived experience of families
- Families will feel heard, valued and actively involved in decisions that affect their children
- Feedback from families will lead to visible improvements in services and provision
- There will be stronger relationships between families and professionals, built on trust and transparency

- Children and young people will benefit from better coordinated, responsive support as a result of improved communication and co-production

6. How support will work

A locality-based, cradle-to-career approach

Our system is built around a locality model, where support is organised through school clusters that work together to meet the needs of children and young people from early years through to adulthood.

This means:

- support is rooted in local communities
- schools, services and partners work together around shared groups of children
- children and families experience a more joined-up and consistent system

A range of connected workstreams is in place to support a strong and consistent graduated approach across BCP. These focus on helping schools identify needs early, strengthen inclusive practice in the classroom, and provide the right support at the right time. Together, they are designed to build confidence across the workforce, improve the universal offer, and ensure children and young people with SEND get the support they need as early as possible, reducing the need for more specialist interventions later.



The foundation: The Graduated Approach to Inclusion (GATI)

Everything in this Strategy is built on our Graduated Approach to Inclusion, which sets clear expectations for how needs are identified early and supported in everyday practice.

Our approach is a place-based, early intervention model rooted in our commitment across BCP to secure inclusive, thriving communities. We want to work alongside schools and settings at the earliest stage, strengthening inclusive practice so children and young people with SEND are identified early, supported quickly, and enabled to succeed.





Our Graduated Approach has been designed and created alongside settings and schools, children, young people and families, reflecting genuine collaboration and meaningful engagement to ensure it is practical, relevant, and embedded in everyday practice.

This is so it:

- ensures all schools and settings provide strong, inclusive support as part of their everyday practice
- focuses on understanding need early, adapting teaching, and responding quickly
- sets a shared standard for support across BCP

You can explore our approach here:

[BCP Graduated Approach to Inclusion \(GATI\)](#)

This means that:

- every child should receive high-quality support without needing to escalate
- specialist support builds on strong everyday inclusive practice
- support is consistent, clear and easy for families to understand

Clusters as the engine of delivery

Clusters are at the heart of our model. Each cluster brings together:

- schools and settings
- education, health and care professionals
- local intelligence about need

Clusters will:

- identify emerging needs early
- share expertise and good practice
- coordinate support across settings
- act as the point where decisions and support come together

This creates a system where support is local, consistent and responsive.



The Inclusion Support Partnership (Experts at Hand)

Building on this foundation, our **Inclusion Support Partnership** has been co-produced through a multi-agency partnership model and shaped by lived experience. It provides:

- specialist expertise across clusters
- a clear and simple “request for help” pathway
- timely, coordinated support

This model:

- works *alongside* schools and families
- builds capability, not dependency
- provides support earlier, before needs escalate

Access to specialist support when needed

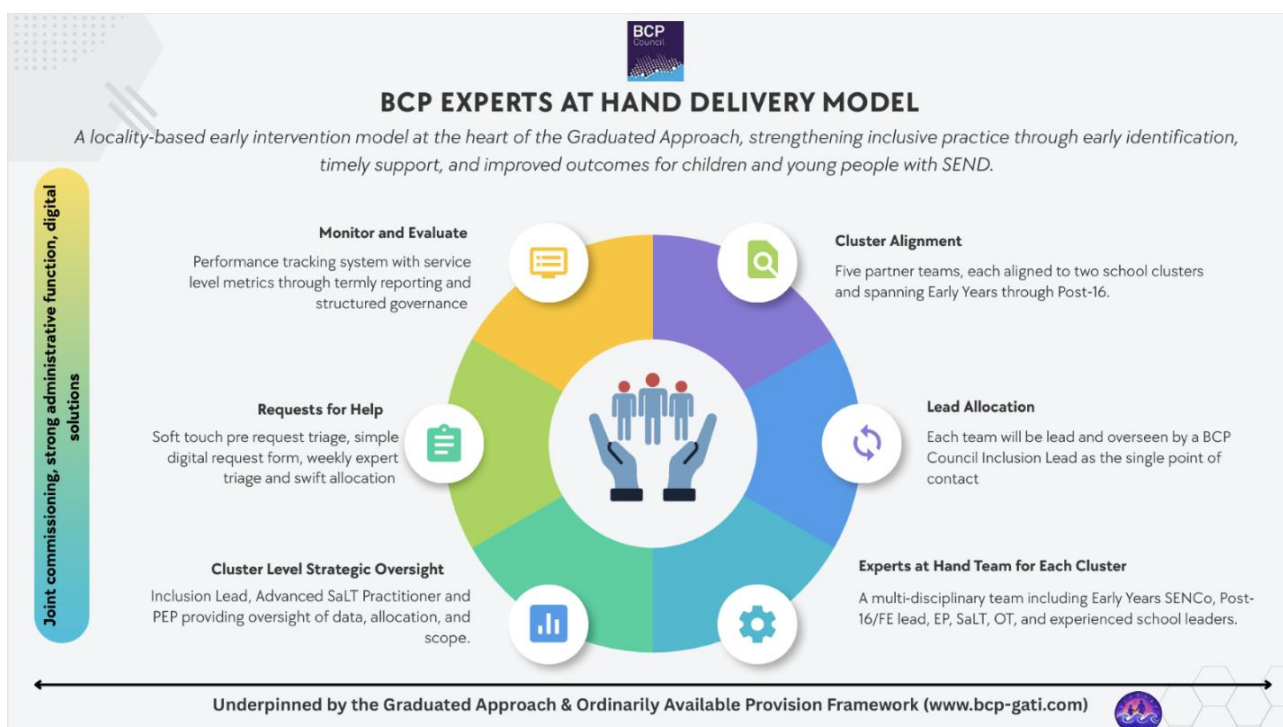
Our Local Area Partnership will deliver a coherent strategy to embed the Universal Offer and Ordinarily Available Provision (OAP) through strong, cluster-based partnerships that know their schools and settings well, enabling proactive planning of support as needs emerge.

This will be underpinned by accessible, responsive “soft triage” support, ensuring timely advice and guidance without always requiring escalation, and promoting early intervention, inclusion, and shared responsibility across the system.

Through the Inclusion Support Partnership:

- there will be a clear “Request for Help” process
- support will be coordinated and timely
- specialists will work alongside schools and families

The system will work in a more joined-up and coordinated way, with partners working closely together across local areas. By building a shared understanding of each setting’s context, strengths and needs, services can respond more consistently and effectively. Strong relationships and shared accountability will help ensure support is well coordinated and delivered at the right time. This collaborative approach will make it easier to plan ahead, respond to emerging needs, and provide support that is tailored to local communities, improving outcomes for children and young people with SEND.



Aligning support with targeted funding

Support is strengthened through our targeted funding model, which is aligned with clusters.

This means:

- funding decisions are informed by local need
- resources can be used flexibly
- support can be tailored to:
 - individual children
 - groups
 - whole-school or cluster-wide priorities

This ensures resources are used effectively and fairly.

7. How we will know it is working

Lived experience will be central to measuring success and Critical for demonstrating that feedback leads to action and system improvement. We will measure this in two ways:



Our quality assurance

We will:

- establish a robust and transparent quality assurance and governance framework across the SEND and AP system.
- build shared understanding across the local area of the graduated approach and the layers of support available.
- strengthen frontline quality assurance through Inclusion Lead roles (0–25).
- introduce a structured review model through the BCP Inclusion Partnership
- embed co-production and clear, transparent feedback loops.
- ensure quality assurance drives continuous improvement and accountability.

This means that:

- Clear oversight will be provided through the SEND Strategic Board, Inclusion Partnership Board (0–25), and BCP Inclusion Partnership, with regular reporting on performance data and lived experience.
- There will be clear standards for the universal, targeted, and specialist offer, with reviews to ensure consistency across schools and services.

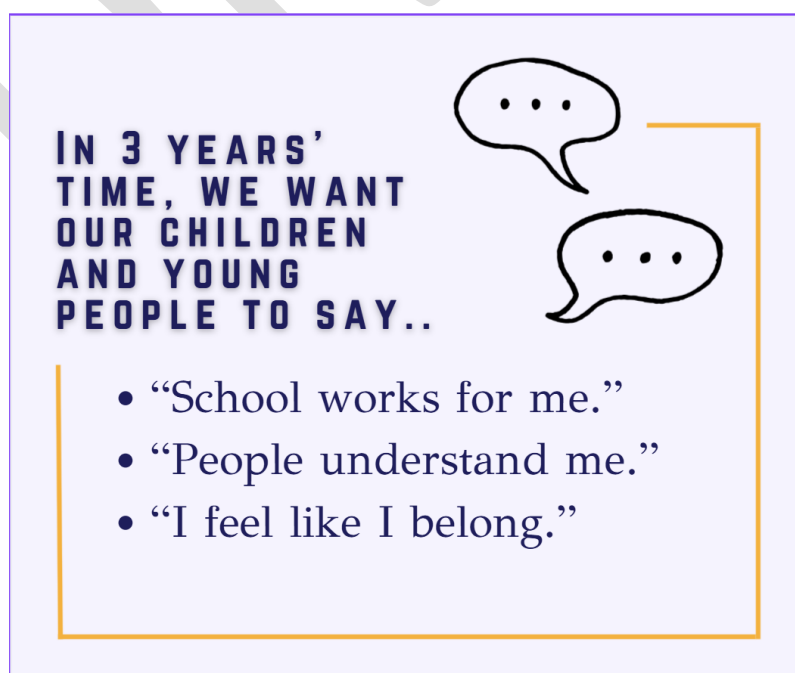
- Inclusion Leads will support and challenge schools, carry out practice reviews, and quality check the universal offer to reduce variation and strengthen inclusive practice.
- Schools and services will be reviewed by multi-agency peers, including parents, carers, and young people, to assess how inclusive and welcoming they are and identify improvements.
- Parents, carers, and young people will play an active role in monitoring progress through surveys, forums, and reviews, supported by clear processes for reporting, action, and escalation.
- QA findings will directly inform action plans, service improvements, and commissioning decisions, with clear accountability and regular public reporting of progress and impact.

8. Our commitment

Together, across the BCP partnership, we make this commitment:

- We will work openly, honestly and with integrity, holding ourselves accountable for the difference we make.
- We will listen carefully to children, young people and their families, and more importantly, we will act on what they tell us.
- We will keep learning, challenging ourselves, and improving so that every experience of support is better than the last.
- We will stay focused on what matters most: the lives, hopes and futures of children and young people with SEND.

Together, we will build a system that is inclusive, ambitious and responsive, where every child and young person feels valued, understood and supported to thrive and succeed.



IN 3 YEARS' TIME, WE WANT OUR CHILDREN AND YOUNG PEOPLE TO SAY..

- “School works for me.”
- “People understand me.”
- “I feel like I belong.”

- Council Committees and Boards
- Cabinet
 - Children's Overview and Scrutiny Committee
 - Corporate Parenting Board
 - Corporate Transformation Board
 - Schools Forum

Health & Wellbeing Board

Children and Young People Partnership Board

Partnership HNB Management Board

BCP LSP

BCP Place Based Partnership

Education Partnership Board

SEND and AP System Leadership Group

Children's Transformation and Strategy Board

Families First Partnership Board

Joint Commissioning Partnership

Strategic Education and Asset Management Board

SEND and Inclusion Transformation Programme Board

Preparation for Adulthood Strategic Board

SEND and AP Improvement Plan

Inclusive Practice & Belonging

Partnership Working

Right Support, Right Place

Cluster Working: Cradle to Career

Inclusion Support Steering Group

Trust, Communication and Co-production

Preparation for Adulthood Project Board

Alternative Provision Project Board

Shared Data and Evidence

Education Capital & Sufficiency Programme Board

Place Creation Project Group

Cluster Termly Monitoring Group

SEND Local Offer Project Board

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Project Delivery

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CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	Short Breaks
Meeting date	14 September 2026
Status	Public Report
Executive summary	Local authorities have a statutory responsibility to provide a range of Short Breaks services for children and young people with Special Educational Needs and Disabilities (SEND). These services offer opportunities for children and young people to participate in enjoyable activities, build independence, and develop social connections, while providing parents, carers, and siblings with valuable respite from caring responsibilities. Short Breaks can include daytime, evening, weekend, holiday, and overnight provision, ranging from universal community services to specialist support for more complex needs. Effective Short Breaks provision is an important part of the wider SEND support offer. It helps strengthen family resilience, prevents the escalation of needs, and contributes to better outcomes for children, young people, and their families. During the recent OFSTED Inspections, it was acknowledged by inspectors that short breaks are a valued and important source of support for children with disabilities and their families, helping to meet needs and prevent escalation. However, they concluded that there was a need for a greater variety of current short breaks provision offer, including overnight provision, and a better sufficiency to meet growing demand and increasingly complex levels of need. As a result, Ofsted identified in their reports that the expansion of short breaks capacity and improving the accessibility and usability of the offer for families should be key priorities for improvement across BCP. Current strengths within the Short Breaks offer include the Positive Activities Programme and commissioned provision for some complex and overnight needs. However, there is a need to expand capacity, increase the range of services available, and improve families' awareness of available support. Planned improvements include increasing opportunities for community participation, reviewing resources, enhancing accessibility through a user-friendly SEND Local Offer, and developing a single point of entry via the Front Door to ensure evidence-based responses to identified

	needs. Future developments will explore expanding commissioned services, introducing a Gateway Card, and increasing access to Direct Payments supported by practical brokerage, payroll, recruitment, and employment assistance. A key principle of this work will be co-production, ensuring that children, young people, families, and wider stakeholders are actively involved in shaping the design and delivery of services. This approach aligns with national SEND reforms by strengthening local support, promoting early intervention, and using data and evidence to inform decision-making.
Recommendations	It is RECOMMENDED that: The Children's Oversight and Scrutiny Committee: • Note the Ofsted Inspection of Local Authority Children's Services (ILACS) Report (published January 2025) and the Ofsted and CQC Area SEND Inspection of Bournemouth, Christchurch, and Poole Local Area Partnership (published February 2026) (see <i>appendix</i>) • Note progress in establishing the Short Breaks Transformation Programme and its four interdependent workstreams. • Scrutinise the proposed tiered hybrid model comprising a commissioned provider framework, a Single Front Door, a BCP Gateway Card and expanded Direct Payments supported by brokerage. • Consider and comment on this report and scrutinise the proposed programme of work over the next 18 months. • Consider whether a further update would be helpful, with a recommendation that this is provided in 8 to 10 months when the design and mobilisation phase is complete.
Reason for recommendations	To enable the Committee to scrutinise the development of the Short Breaks Transformation Programme, consider the implications of the proposed service model, and ensure that planned improvements respond to identified local needs.

Portfolio Holder(s):	Councillor Richard Burton - Cabinet Member for Children, Young People, Education and Skills
Corporate Director	Juliette Blake - Interim Director of Children's Services
Report Authors	Nigel Burton – Head of Service with responsibility for Children with Disabilities
Wards	Council-wide
Classification	For Recommendation

1. Background

1.1 Purpose and role of Short Breaks

Short Breaks should achieve two connected outcomes: positive experiences for children and young people with disabilities, and sustainable support for families. A strong offer provides meaningful activity, friendship, inclusion, skills, and independence. It also gives carers confidence that support is safe, reliable and suited to individual needs, helping families continue caring and reducing the risk of crisis.

1.2 What Short Breaks Can Include

Short Breaks are not limited to respite care. Depending on individual needs and eligibility, Short Breaks may include:

- after-school, evening, and weekend clubs.
- holiday activity programmes and playschemes.
- sports, swimming, and physical activity sessions.
- arts, music, drama, and creative activities.
- youth groups and social opportunities.
- outdoor learning, adventure, and recreational activities.
- one-to-one community support to access local facilities and interests.
- mentoring, befriending, and social skills development.
- sitting services provided in the family home.
- support to develop independence, life skills, and preparation for adulthood.
- family-based or residential overnight short breaks; and
- personalised activities commissioned through Direct Payments, including support from Personal Assistants.

The purpose of these activities is not solely to provide respite but also to improve participation, wellbeing, friendships, independence, confidence, and inclusion within local communities.

1.3 Existing BCP offer.

BCP Children's Services provides a universal/plus Positive Activities Programme, including clubs and holiday activities, alongside externally commissioned targeted and overnight support. Registration, triage, booking, and subsidised charging arrangements apply. One-to-one support is not routinely guaranteed in universal sessions and depends on individual circumstances and staffing.

2. Proposed Service Model and Workstreams

The preferred model is a tiered hybrid arrangement. A tiered hybrid commissioning model organises services across different levels of need, ensuring that individuals and families receive the right support at the right time, from universal provision through to specialist interventions. Delivery is shared across a range of providers, including council services, voluntary organisations and independent providers, enabling a flexible, efficient and responsive approach to meeting local needs. It retains a visible universal offer while adding commissioned capacity, a clearer access route and greater personalisation.

Tiers would help match support intensity to need with movement between tiers being proportionate, transparent, and responsive.

3. Intended Outcomes and Performance Framework

Success will be judged by improved experiences and outcomes, not simply implementation of the new model.

Domain	Illustrative measures	Purpose
Access	Time to first activity/decision; completed and abandoned applications; non-digital use.	Tests whether access is simpler and equitable.
Sufficiency	Demand, waits, unmet requests, geography, one-to-one hours, and overnight bed-nights.	Identifies where capacity must grow.
Utilisation	Bookings, attendance, cancellations, and unused capacity.	Improves value and identifies barriers.
Outcomes	Participation, friendships, skills, independence, carer wellbeing, and family	Keeps focus on lived experience and prevention.

	resilience.	
Choice	Direct Payment uptake, brokerage use, Personal Assistant continuity and provider range.	Tests whether choice is practical.
Quality and safety	Compliance, incidents, complaints, quality reviews, and workforce competence.	Ensures expansion is safe and effective.
Equity	Take-up and outcomes by age, need, geography and protected characteristics.	Identifies inequality and directs action.

4. Governance and Accountability

The Senior Responsible Owner is the Director of Children's Social Care.

Governance will need to include Social Care, SEND, Commissioning, Finance, Legal, Procurement, Information Governance, Digital and Data, Human Resources, Communications, Parent Carers Together and NHS partners.

Each workstream should report milestones, dependencies, risks, and decisions to the Children's Services Senior Leadership Team and the SEND Partnership Board. Strategic oversight will be provided through existing transformation governance arrangements.

NHS representation is an important dependency, particularly for complex health needs and joint funding.

Commissioning capacity and potential workforce implications for existing provision also require active oversight.

5. Proposed Implementation Timetable

The timetable is indicative and must be reviewed against procurement, technology, workforce, legal and market-readiness dependencies. Transition must avoid detriment to existing users.

Phase	Period	Principal activity	Outputs / decisions
Design and mobilisation	Months 0-6	Governance, coproduction, demand baseline, market engagement, Front Door, Gateway, and DP design.	Agreed scope, engagement plan, draft Statement, market findings, initial financial model, EIA/DPIA

			commenced.
Procurement and build	Months 5-10	Specifications, procurement, digital processes, dashboards, workforce, and transition planning.	Tender/evaluation, providers, system testing, onboarding plan, and readiness review.
Mobilisation and transition	Months 11-18	Phased cards, provider and brokerage mobilisation, training, guidance, and transition.	Framework, Front Door, and card live; refreshed Statement; baseline reporting.
Review and improvement	From month 18	Review access, sufficiency, outcomes, equality, and finance; address gaps.	Quarterly assurance, annual sufficiency and Statement reviews, member/family reporting.

6. Conclusion

The inspection findings provide an independent account of pressures experienced by children, families, and practitioners. They validate the programme's central direction: to provide a broader and more sufficient offer, clearer access, stronger specialist and overnight capacity, meaningful choice, and an evidence-based, needs-led response.

The tiered hybrid model is a credible basis for reform, but procurement alone will not resolve the issues. BCP Children's Services must shape the market, support Direct Payments, design accessible routes, use data proportionately and maintain robust quality and safeguarding. Coproduction with Parent Carers Together and children and young people is essential if the model is to reflect lived experience and earn confidence.

7. Summary of financial implications

No final financial envelope is presented at this stage.

The approach is to review and rebalance existing spending across universal, targeted/specialist and Direct Payment routes.

8. Summary of legal implications

The Council has statutory duties under the Children Act 1989, the Children Act 2004, the Breaks for Carers of Disabled Children Regulations 2011 and SEND legislation.

Any future commissioning arrangements will need to comply with procurement legislation, information governance requirements, and data protection obligations.

Data sharing arrangements with commissioned providers and partner agencies will be subject to appropriate agreements, privacy notices, and Data Protection Impact Assessments.

9. Summary of human resources implications

At this stage no staffing decisions have been made; however, workforce planning will be required to assess the impact of the proposed Single Front Door, brokerage arrangements, commissioned provider framework and expanded Direct Payments offer. Human Resources will support organisational design, recruitment, training, consultation and change management activities as the programme develops. Any future staffing changes arising from service redesign or commissioning arrangements will be subject to appropriate consultation.

10. Summary of sustainability impact

At this early stage it is thought that the proposals may support reduced travel through increased local provision and improved digital access arrangements. Future commissioning activity will take account of sustainability considerations where appropriate

11. Summary of public health implications

The proposals are expected to have a positive public health impact by improving the wellbeing, inclusion and independence of children and young people with SEND, whilst supporting the mental wellbeing and resilience of parents and carers. The preventative nature of Short Breaks provision may also help reduce the risk of family crisis and the escalation of need

12. Summary of equality implications

An Equality Impact Assessment will be developed alongside service design and will be completed once the working group has agreed to the draft model of delivery.

13. Summary of risk assessment

The principal risks of implementation relate to service transition, market capacity, workforce impacts and ensuring effective quality assurance arrangements. These risks can be mitigated through strong governance, phased implementation, stakeholder engagement and robust contract management.

The risks of not proceeding are considered greater and include increasing unmet demand, reduced family resilience, insufficient service capacity and choice, failure to respond to inspection findings, and missed opportunities to improve outcomes for children and young people with SEND.

Background papers

Short Breaks for Children & Young People with SEND (0–25) Future Delivery Model for BCP Council – Options Report [Short Breaks Option Paper - Final Draft.docx](#)

Appendices

- OfSTED Area SEND Inspection Report [10364968 24-Nov-2025 08-16-21 - 083526 Final clean-182018.docx](#)
- OfSTED ILACS Report [50267804](#)

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	Work Plan
Meeting date	14 September 2026
Status	Public Report
Executive summary	The Children's Services Overview and Scrutiny (O&S) Committee is asked to consider and identify work priorities for publication in a Work Plan.
Recommendations	It is RECOMMENDED that: the Overview and Scrutiny Committee review, update and confirm the Work Plan.
Reason for recommendations	The Council's Constitution requires all Overview and Scrutiny Committees to set out proposed work in a Work Plan which will be published with each agenda. An agreed scrutiny lens is good practice and assists O&S councillors in selecting work plan items and channelling scrutiny enquiries against an agreed key focus.
Portfolio Holder(s):	N/A – Overview and Scrutiny is a non-executive function
Corporate Director	Aidan Dunn, Chief Executive
Report Authors	Lindsay Marshall, Overview and Scrutiny Specialist
Wards	Council-wide
Classification	For Decision

Work Plan updates

1. This report provides the latest version of the Committee's Work Plan at Appendix A and guidance on how to populate and review the Work Plan in line with the Council's Constitution. For the purposes of this report, all references to Overview and Scrutiny Committees shall also apply to the Overview and Scrutiny Board unless otherwise stated.

2. Items added to the Work Plan since the last publication are highlighted as **NEW**. Councillors are asked to consider and confirm the latest Work Plan, subject to any updates agreed at the meeting.
3. The most recent [Cabinet Forward Plan](#) can be viewed on the council's website. This link is included in each O&S Work Plan report for councillors to view and refer to when considering whether any items of pre-decision scrutiny will join the O&S Committee Work Plan.

Resources to support O&S Work

4. The Constitution requires that O&S Committees take account of the resources available to support proposals for O&S work. Advice on maximising the resource available to O&S Committees is set out in the O&S Work Planning Guidance document referenced below. Resources available for 2026/27 scrutiny are set out in detail at paragraph 14 below.

Work programming guidance and tools

5. The [Overview and Scrutiny Committees Terms of Reference](#) document provides detail on the principles of scrutiny at BCP Council, the membership, functions and remit of each O&S committee and the variety of working methods available.
6. [The O&S Work Planning Guidance](#) document provides detail on all aspects of work planning including how to determine requests for scrutiny in line with the Council's constitution.
7. The [O&S Framework for scrutiny topic selection](#) was drawn up by O&S councillors in conjunction with the Centre for Governance and Scrutiny. The framework provides detail on the criteria for proactive, reactive and pre-decision scrutiny topics, and guidance on how these can be selected to contribute to value-added scrutiny outcomes.
8. The '[Request for consideration of an issue by Overview and Scrutiny](#)' form is an example form to be used by councillors and residents when making a new suggestion for a scrutiny topic. Word copies of the form are available from Democratic Services upon request by using the contact details on this agenda.
9. Performance information: progress against the council's Corporate Strategy can be viewed on the council's [Performance Dashboard](#). The dashboard includes ratings to show where the council is on target, areas for monitoring or where action is required, and explanations. The dashboard includes measures relevant to all O&S Committees and is provided to assist Committees in their horizon scanning and work selection process.
10. The Overview and Scrutiny Committee has utilised a structured [Decision Matrix](#) as part of the process for prioritising work plan items, evaluating suggested topics against the following measures: resident impact, urgency, influence and the value scrutiny could add.
11. Data Toolkit: The Children's Services O&S Committee has developed a Data Toolkit to assist with the inclusion of data into its work. Resources included in the Data Toolkit can also be used as horizon scanning tools to help the committee to understand where it can impactfully target its work. [Data Toolkit](#).

Work Programming 2026-27

Methodology

12. In early 2026, potential topics for the Children's Services Overview and Scrutiny Committee were sourced from a range of stakeholders in a desktop exercise. Topics were received from councillors, officers, Cabinet Members and partners of the

Council. Children's Services O&S councillors were supported to review these topics in a workshop on 17 February 2026, with a view to determining their priorities for the next municipal year using an evidence-led approach. Councillors evaluated the list of potential topics using a structured matrix assessing resident impact, urgency, influence, and the value scrutiny could add.

13. At its workshop, the Committee agreed to operate using a lens of **“Nurturing Children, Young People and Families”**. This use of a lens helps O&S councillors to filter scrutiny requests and channel lines of scrutiny enquiry against an agreed key focus, and is good practice adopted across all BCP O&S Committees.
14. Following the workshop, the refreshed Work Plan has been drafted through collaborative work with Officers and Councillors and reflects agreed priorities and available scrutiny capacity. The Work Plan is attached at Appendix A and the Committee is now asked to approve this Plan. The Work Plan also includes reserve items for inclusion if capacity allows, as well as an outline of items not included in the Work Plan, with rationale.

Scrutiny resources available in 2026/27

15. When considering topic priorities, Children's Services O&S Members assessed these against a good practice approach of allocating approximately 1 hour of scrutiny per topic for sufficient depth and effectiveness of inquiry, and 2–3 hours of scrutiny per committee meeting. On this basis, the illustrative resource capacity for the Children's Services Overview and Scrutiny Committee for 2026/27 is as follows:

- 5 hours - pre-decision (scrutiny of Cabinet reports)
- 10 hours – proactive scrutiny (topics requested by O&S)
- 2 hours – reactive scrutiny topics (those that are unplanned and urgent)
- 4 hours – briefings (information giving sessions between meetings)

PLUS

- Approximately 1 working group (priority order of all working groups to be determined by O&S Chairs / Vice Chairs group)
- Unlimited rapporteurs (member-led independent work)
- Unlimited info only reports

Next Steps and In Year Scrutiny Requests

16. Whilst the refreshed Plan concludes the Committee's annual work planning activity, updates and refinements may be needed throughout the year to ensure that scrutiny is timely and impactful. It is good practice for the Committee to keep the work plan under review at each meeting and make changes as appropriate to promote impactful scrutiny.
17. Pre-decision topics can be identified and confirmed by the Committee on a regular basis when the Cabinet Forward Plan is refreshed, with Children's Services-related items added as appropriate.
18. The Committee identified one Working Group suggestion through its work planning activity: 'Children's Wellbeing'. Working Groups are in depth and resource intensive and fall under the category of 'commissioned' scrutiny work, as outlined by the BCP Constitution. All commissioned topics across O&S Committees have been passed to the O&S Chairs and Vice-Chairs Group for consideration. The Group is responsible for agreeing the order of progression for commissioned work, in line with Constitution

requirements, which allow for only one commissioned topic to be progressed at any one time across the whole O&S function. At a meeting in April 2026, the Group agreed the following order of progression for O&S commissioned work:

Priority 1 – Van Life (Environment & Place O&S Committee topic)

Priority 2 – Children’s Wellbeing (Joint Children’s Services O&S and Health & Adult Social Care O&S Committee topic)

Priority 3 – Budget Scrutiny (All O&S Committees joint topic)

Priority 4 – Resident’s Parking (O&S Board topic)

This will be kept under review and any changes reported to O&S committees as arising.

19. Key Lines of Enquiry documents will be prepared for individual scrutiny topics where required. Advice on scoping will be sought from officers to strengthen inquiries (in line with usual practice) and from the O&S Chairs and Vice-Chairs Group (to provide additional test and challenge in line with updated Constitutional requirements).
20. In-year topic requests: notwithstanding the Committee’s planning of its annual programme of work, councillors retain the right to suggest scrutiny topics throughout the year. Requests for scrutiny work may also be made by residents and other council bodies, such as Full Council, at any time. For arising “in-year” requests, the Committee is recommended to make use of the matrix tool to assess topics in an evidence-led way. Where scrutiny capacity is reached, the Committee can weigh up the value of swapping topics by referring to the evidence generated through the annual work-planning workshop.

Options Appraisal

21. The Committee is asked to consider and confirm, or amend, the scrutiny priorities as outlined in the work plan attached at Appendix A, and provide any further guidance on approach to scrutiny that it sees fit at this time.
22. To ensure that work can be accommodated within available resources, the total number of scrutiny slots available should not be exceeded. If priorities as outlined are not agreed by the Committee, topics should be swapped to remain within capacity.
23. Updating the Work Plan at this time will ensure clear direction for progression of reports in a timely way. If updates are not confirmed there may be an impact on report timings and other scrutiny activity.

Summary of financial implications

24. There are no financial implications arising from this report.

Summary of legal implications

25. There are no legal implications arising from this report. The Council’s Constitution requires that all O&S bodies set out proposed work in a Work Plan which will be published with each agenda. The recommendation proposed in this report will fulfil this requirement.

Summary of human resources implications

26. There are no human resources implications arising from this report.

Summary of sustainability impact

27. There are no sustainability resources implications arising from this report.

Summary of public health implications

28. There are no public health implications arising from this report.

Summary of equality implications

29. There are no equality implications arising from this report. Any councillor and any member of the public may make suggestions for overview and scrutiny work. Further detail on this process is included within O&S Procedure Rules at Part 4 of the Council's Constitution.

Summary of risk assessment

30. There is a risk of challenge to the Council if the Constitutional requirement to establish and publish a Work Plan is not met.

Background papers

- [Overview and Scrutiny Committees Terms of Reference](#)
- [O&S Work Planning Guidance document](#)
- [O&S Framework for scrutiny topic selection](#)
- [‘Request for consideration of an issue by Overview and Scrutiny’](#)
- [Performance Dashboard.](#)
- [Decision Matrix](#)

Further detail on these background papers is contained within the body of this report.

Appendices

Appendix A – Children’s Services O&S Work Plan

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BCP Council Children's Services Overview and Scrutiny Committee – Work Plan. **Updated post work planning**

Guidance notes:

- 2/3 items per committee meeting is the recommended maximum for effective scrutiny.
- The Children's Services O&S Committee will approach work through a lens of **Nurturing Children, Young People and Families**.
- Items requiring further scoping are identified and should be scoped using the Key Lines of Enquiry tool.

	Subject and background	How will the scrutiny be done?	Lead Officer/Portfolio Holder	Report information/ updates
14 September 2026				
1	SEND Reform Plan – Pre-Cabinet Decision Scrutiny	Committee Report		
2	SEND and AP Strategy	Committee Report		
3	Shorts breaks	Committee report – early discussion item format.		This report outlines proposed changes to the commissioning and delivery of services to improve consistency across the BCP area. Scrutiny views are being sought at an early stage to help shape the proposals, which aim to address service performance concerns, financial pressures and improve understanding of service demand. Scrutiny required early but depends on commissioning diagnostics progress.
<u>27 October 2026 Informal Briefing – Children's Mental Health Transformation (Item 22)</u>				
24 November 2026				

Key: Pre-Decision Scrutiny Pro-active Scrutiny

	Subject and background	How will the scrutiny be done?	Lead Officer/Portfolio Holder	Report information/ updates
4	Inclusive Place Sufficiency Strategy - SEND Reform Plan implementation 1 'NEW'	Committee Report		To support the implementation of SEND reform plans by undertaking deep dive scrutiny into a selected topic area. Slot 1 of 3 (Item 15)
5	School Exclusions	Committee Report		Overview of the relationship between SEND and school exclusions, particularly for children with EHCPs. The report will consider how BCP supports schools to reduce exclusions and improve inclusion, with the scope and direction of future scrutiny activity to be informed by progress on SEND and Alternative Provision improvement work.
6	CS Budget – HOLD	Committee Report		Strategic overview of the service, including key areas of expenditure and financial pressures. Review of progress against existing Invest to Save initiatives, alongside consideration of new opportunities, forecast growth pressures, workforce recruitment and retention challenges, and proposed mitigation measures.
7	SEND and AP Improvement Plan & monitoring review outcomes	Committee Report		Schedule 6 monthly next one April 2027 onwards. Delayed due to monitoring visit being pushes back. Possible info only item if required
	School Attainment	Information only report		Receive when report is available. Either November 2026 or January 2027.
	BCP Safeguarding Annual Report	Information only report		Moved from September

Key: Pre-Decision Scrutiny Pro-active Scrutiny

	Subject and background	How will the scrutiny be done?	Lead Officer/Portfolio Holder	Report information/ updates
<u>1 December 2026 Informal Briefing – Topic TBC</u>				
26 January 2027				
8	SEND and SEND Reform Plan Finance update 'NEW'	Committee Report		Implementation topic 2 To support the implementation of SEND reform plans by undertaking deep dive scrutiny into a selected topic area. Slot 2 of 3 (Item 15) SEND Reform Plan Finance report
9	Best Start – Early Years Update	Committee Report		Was agreed to come as Committee report in January 2026 meeting. Officer later advised June info only report and potential for a November committee report.
10	Children in Care Strategy Development	Committee Report		Follow-up to the March KLOE report, providing an overview of pressures within Children's Social Care, including increasing numbers of children in care, rising placement costs and associated budget pressures. The report will also outline planned next steps and emerging proposals. Moved from November due to delay.
11	Recommendation tracking – Hold			
	Housing for Care Experienced Young People	Information only report		
<u>2 February 2027 Informal Briefing – Topic TBC</u>				
9 March 2027				

	Subject and background	How will the scrutiny be done?	Lead Officer/Portfolio Holder	Report information/ updates
12	Reserved for pre-decision or reactive scrutiny decision or reactive scrutiny consult Cabinet Forward Plan			
13	SEND Reforms Plan Implementation topic 3	Committee Report		To support the implementation of SEND reform plans by undertaking deep dive scrutiny into a selected topic area. Slot 3 of 3 (Item 15) (Schedule Topic 3 for June 2027) possible experts at hand
14	Neurodiversity – Future Model of Care	Committee Report		Overview of the future Neurodiversity Model of Care, including its development and implementation across health partners and the ICB. The report will consider the model's impact on children and young people and provide scrutiny of changes within the wider health system.
15 June 2027				
	Reserved for pre-decision or reactive scrutiny decision or reactive scrutiny consult Cabinet Forward Plan			
	Item to be selected from Pro-Active Scrutiny topic list			
	Item to be selected from Pro-Active Scrutiny topic list			
Priority Items for scrutiny agreed at workshop				

Key: Pre-Decision Scrutiny Pro-active Scrutiny

	Subject and background	How will the scrutiny be done?	Lead Officer/Portfolio Holder	Report information/ updates
15	SEND Reforms Plan	Committee Report (3 x sessions likely required, plus a pre-decision slot. Briefing date in June also planned, date tbc) All dates scheduled, pending confirmation		Identified as top priority for the committee. To enable the Committee to maintain oversight of this issue and target scrutiny as required. Timing depends on maturity matrix outcomes, DfE timelines, and officer readiness. Likely required resource: • June briefing • Sep or Nov cttee slot for pre-decision scrutiny following DfE feedback and prior to a Cabinet decision. • 3x slots to focus on implementation deep dives Above dates and focus to be scoped further in June briefing to identify how O&S can add value.
16	SEND improvement and monitoring review outcomes	Every 6 months Date scheduled.	TBC	Monitoring feedback – for scrutiny to monitor outcomes from inspections. Rachel advised monitoring scheduled for July, so committee slot in Sep.
17	CAMHS & Children's Mental Health Transformation	Briefing. Date scheduled, pending confirmation.	Health Partners	Workshop agreements: A priority, but date not set. Awaiting timings from Health partners. Aim to hear this early and prior to progression of the Wellbeing working group. Format/focus – committee report from health partners. The focus of this scrutiny would be assurance/ update on implementation. Create a brief KLOE with possible q's - are waiting times going down following transformation? What is the

	Subject and background	How will the scrutiny be done?	Lead Officer/Portfolio Holder	Report information/ updates
				progress against implementation? Success/ challenges of the transformation? Following workshop, Rachel suggested as this is info giving it would be better as a briefing, October slot held for this, pending confirmation.
18	Neurodiversity – Future Model of Care	Committee Report Date scheduled, pending confirmation.	Health Partners	
19	Short Breaks	Committee Report Date scheduled.	TBC	Early Discussion Item format.
20	SEND Sufficiency Strategy – Progress Update	Pre- Decision Report Date to be confirmed	TBC	Previously agreed as an info only item at workshop, officers since advised this is a pre-decision item.
Reserve Items for scrutiny (Meeting dates and/or methods to be determined)				
21	Youth Strategy – follow on work	No date scheduled. Move other items if capacity is needed for this.	TBC	Included as reserve item in case committee want follow on work after the June 2026 report.
22	Post 16 Provision	Briefing session No date scheduled	TBC	Briefing is needed first before so the Committee can review if further scrutiny could add value.

Key: Pre-Decision Scrutiny Pro-active Scrutiny

	Subject and background	How will the scrutiny be done?	Lead Officer/Portfolio Holder	Report information/ updates
				Assess against other briefing topics to decide if this is a priority.
23	Increased use of TAs in schools to support SEND/inclusion	No date scheduled.		Likely to be covered by other SEND/AP work. Retain on list to revisit as standalone topic if needed.
Working Groups/ Rapporteurs/ Briefings/ Info only reports				
24	Children's Wellbeing	Working Group. No date scheduled		Agreed priority for working group. Agreed scope needs to be refined and timetabled by Chairs/Vice-Chairs Group. Links to CAMHS, exclusions, transitions, multi-agency working. Links to CAMHS item requested from Health partners – aim to schedule this report first prior to progressing working group.
25	Corporate Parenting Board link	Updates via Portfolio Holder reports to committee	TBC	As Chair of Corporate Parenting Board, committee could ask for regular updates on key themes explored by the Board to maintain a link. No formal reporting required – can be incorporated into PH updates.
26	Family Hubs	Rapporteur (to be confirmed)		Previous family hubs work recommended a rapporteur be established to maintain links. For info, Jan 2026 resolution: 'The Committee agreed to establish regular, informal dialogue between the Committee and Family Hub teams to maintain transparency and shared understanding. This to be undertaken annually by named rapporteurs and

Key: Pre-Decision Scrutiny Pro-active Scrutiny

	Subject and background	How will the scrutiny be done?	Lead Officer/Portfolio Holder	Report information/ updates
				included on the Committee's work programme. Agreed rapporteurs to maintain links to Family Hubs through independent visits and highlight any significant progress or red flags to the Committee as they arise, to assist Members in identifying where further scrutiny may be valuable.'
27	Care Leavers' Outcomes & Support Services	Briefing / Information-only No date scheduled		To assure scrutiny that Ofsted improvement recommendations have been addressed. Short briefing could be combined with another topic.
28	Response to Child Exploitation, including knife crime following previous O&S working group.	Briefing No date scheduled		Officers advised low impact topic for scrutiny but possibility of an inspection on this so purpose would be to make cttee aware. Briefing on knife crime element will fulfil committee's recommendation tracking role related to the previous working group on this topic.
Notes: Briefings – more than the slots available, plus a need to keep open for arising issues. Ask committee to agree plotting topics ad hoc. Reactive scrutiny / recommendation tracking slots - no capacity for these. If items arise through the year reconsider and move items already plotted.				

Items Removed from the Work Plan

Key: Pre-Decision Scrutiny Pro-active Scrutiny

The Committee agreed that the following topics should not progress to scrutiny, as scrutiny would add limited value or the issue is already addressed by other topics or in other committees:

- **Transition of Mental Health Services from Children to Adults (covered by working group on Children's Wellbeing)**
- **Parent / Carer Forums and wider family engagement channels (parent carer rep now included in committee membership)**
- **Review of the quality of food served in schools (limited ability to add value)**
- **Speech and Language Therapy update (Ofsted inspection outcome indicates no scrutiny required at current time)**
- **Independent Reviewing Service Annual Report (Corporate Parenting Board duplication)**
- **Aspire Adoption Annual Report (Corporate Parenting Board duplication)**
- **Virtual School Head Annual Report (Corporate Parenting Board duplication)**
- **Early Years and Mainstream Funding Formula (Schools Forum/ Cabinet duplication)**

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