

Bournemouth, Christchurch and Poole

APPENDIX 4: Experts at Hand



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

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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.

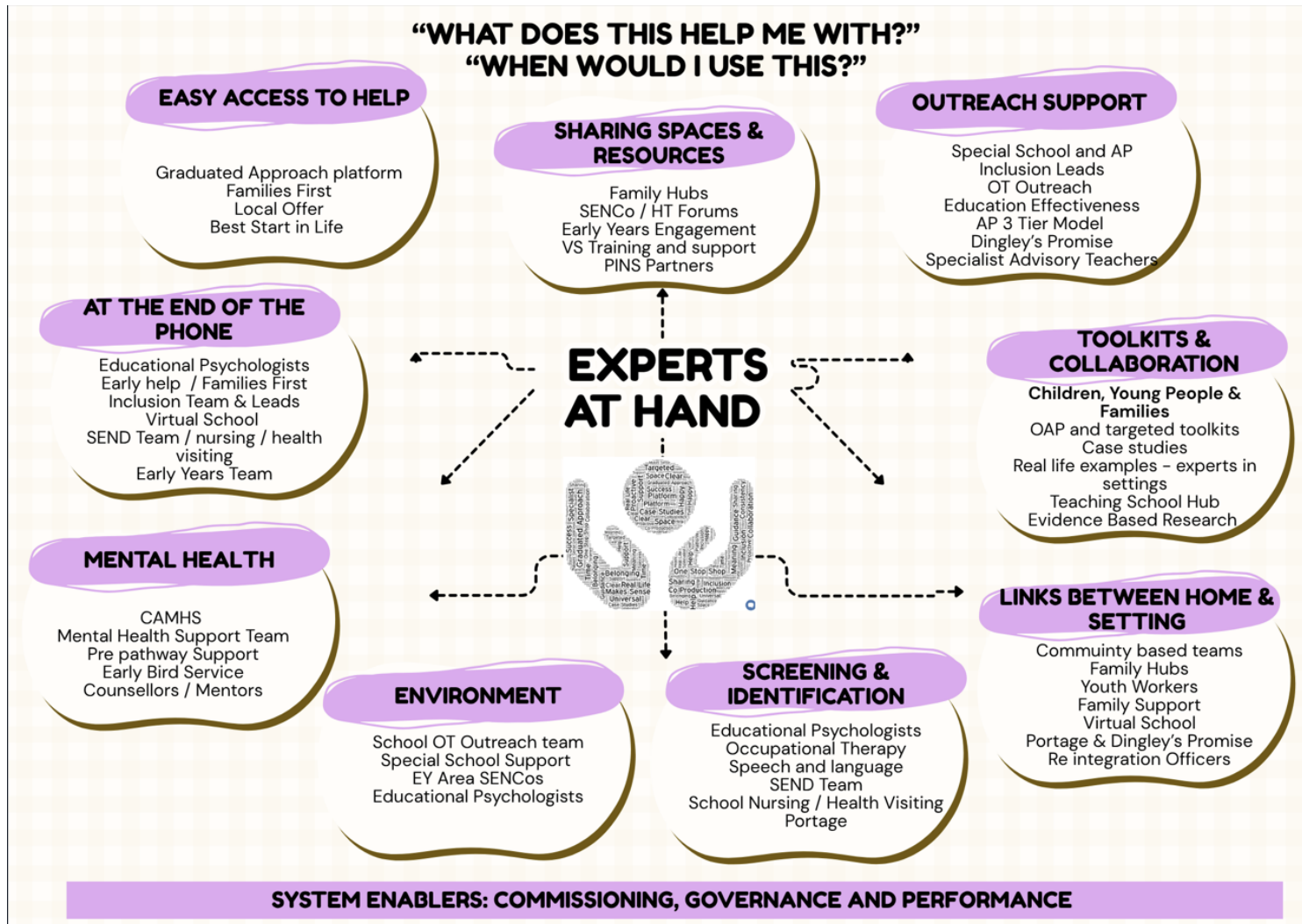
Each cluster is further enhanced by the dedicated involvement of one Educational Psychologist, Occupational Therapy and a Speech and Language Therapist, ensuring access to specialist knowledge that supports both universal and targeted provision. This multidisciplinary approach enables early identification, 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



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

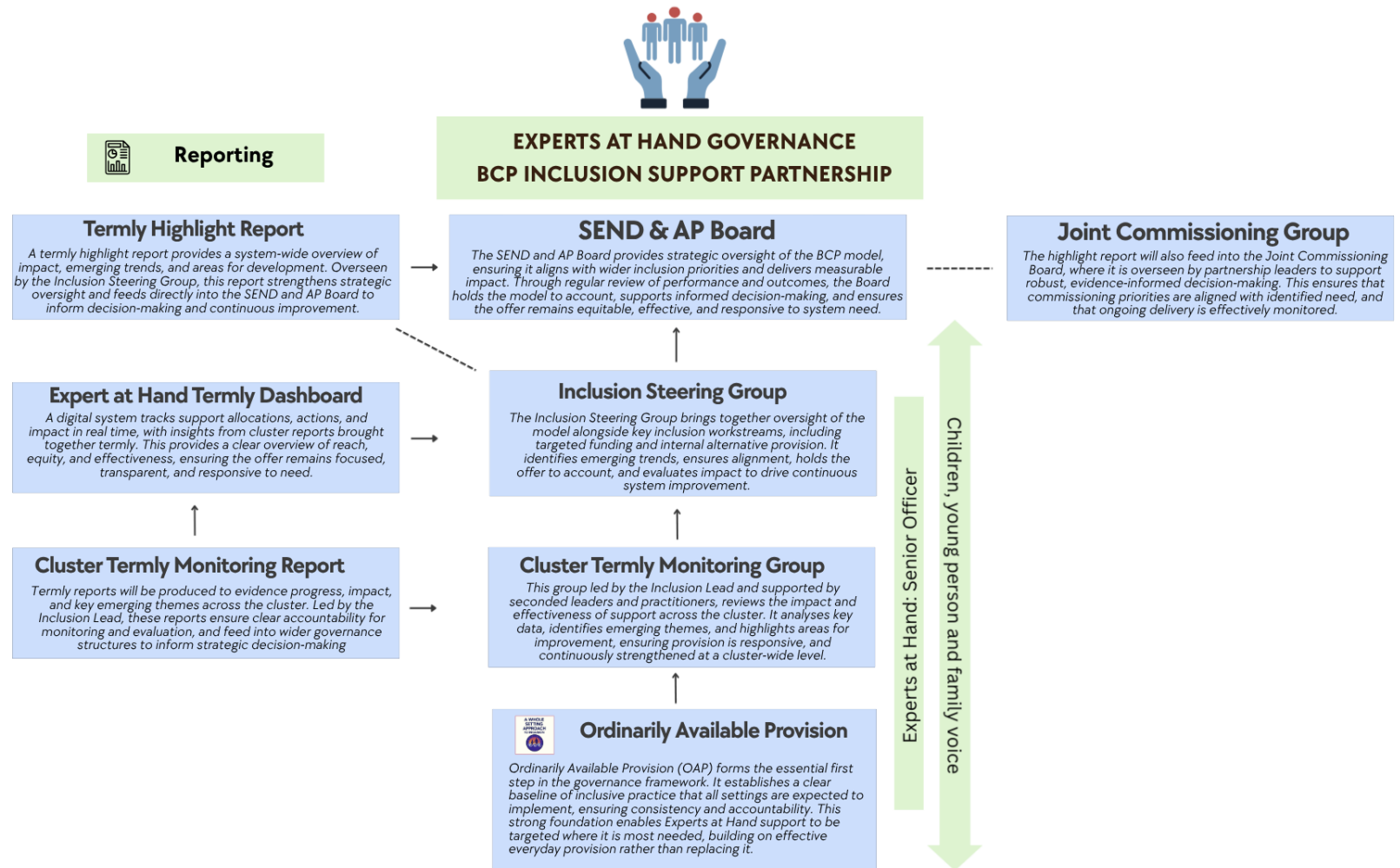
adoption within the model enables proactive alignment with future expectations and supports a more responsive, needs-led approach to delivering improved outcomes.

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