

Shaped by what's around us: our **SEND DELIVERY PLAN** for making Sheffield the place where all children belong and thrive.

Version 1.0 | November 2025



Sheffield's Local Area SEND Partnership Delivery Plan 2025-2030

Shaped by what's around us: our SEND DELIVERY PLAN for making Sheffield the place where all children belong and thrive.

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Introduction

This delivery plan should be read in conjunction with Sheffield's Local Area SEND Partnership Strategy 2025-2030.

It describes, in more detail, how the priorities identified in the strategy will be delivered in order for the SEND system in Sheffield to improve. It builds on the [SEND Manifesto](#) that was published in July 2025.

The delivery plan is a partnership document and has been developed by colleagues from across education, health and care to improve services and outcomes for children and young people in our city.

The delivery plan also identifies three enabling activities which require further development given their importance to this programme of change. The development of these themes will be reflected in future versions of the delivery planning.

Similarly, this document describes the intention to develop an Outcomes Framework for our strategy. This will be developed with support from the Council for Disabled Children (CDC). Once it is completed it will be included in this document in full.

The strategy recognises the need for significant cultural change. This change is underway to ensure that the work of the local area is underpinned by honest and trusting relationships which drive strong partnership behaviours. The development of this delivery plan reflects this. In this way, children, young people and their families will have good experiences and better outcomes.

The Local Area SEND Partnership is determined to build a system that Families trust, is inclusive and delivers positive outcomes for all. This delivery plan sets out the first part of how this will be delivered by 2030. It will be reviewed in December 2026 and updated.



Analysis

Our most recent self-evaluation was based on the SEND system features that were described in the SEND Manifesto.

Our analysis reflects the views of the local area SEND partnership in July 2025. It is informed by the perspectives of partners, the findings of previous reviews and activities, the [Local Area SEND Inspection](#) (which took place in March 2025) and an extensive programme of enquiry work in May and June 2025.

It tells us that too many Sheffield children and young people with SEND do not have positive experiences, do not make enough progress and do not achieve good enough outcomes.

These children and their families are rarely meaningfully included in decision making about their current and future lives and how best to support them. Children and young people with SEND in our city are not making consistently strong progress and are not prepared well for their adult lives. This must change.

We have many knowledgeable and highly skilled individuals but there are too few examples of effective multi-agency working. The way we identify, assess and meet children's needs is not fit for purpose and there is no effective

graduated approach to identifying, assessing and meeting children's needs.

Strategic leadership of SEND in Sheffield is changing. The SEND Manifesto and our strategy mark a new commitment to improving the experiences and outcomes of Sheffield children, especially those who need additional or different provision.

While this is a positive step, we recognise that it is the first of the many steps that are needed to achieve our goals and ambitions. The conditions required for highly effective multi-agency working are not currently in place. Current approaches to commissioning and providing services for children with SEND are ineffective. The local partnership has some understanding of the strengths and needs of children but limited insight into children's experiences and outcomes. The views and experiences of children do not feature in the local area's analysis often enough. This must change.

Transforming SEND in Sheffield requires shared accountability and a strong local area partnership. Trust, honesty, openness and a compassionate and relational approach need to be evident in culture and practice in every part

of the local area SEND system.

We know that children's experiences and outcomes are the product of our collective actions. To achieve better outcomes Sheffield children need all parts of our local area SEND system work well as a coherent whole. This is our core challenge.

Local Area SEND Inspection

The Local Area SEND Inspection took place in March 2025 and the report was published in June 2025. The inspection identified three areas for priority action and two areas for improvement which are listed below. These priority actions are referenced in the delivery plan which follow.

There is a strong commitment to whole-system reform and to transforming the experiences and outcomes of Sheffield children. Our strategy and delivery plan set out how we plan to achieve these ambitions.

The delivery plan describes in detail how we will improve the city's SEND arrangements. It balances the need for urgent improvement in the areas for priority action with the need for a

strategic, long-term approach to whole system transformation. We have prioritised addressing the systemic weaknesses in the local area's arrangements for assessing and meeting children's needs. This is reflected in the content, timescales and intended impacts of priority 2.3 in the delivery

plan. It does not, however, diminish the importance of the other priorities and actions which are the building blocks for significant and sustained improvement in the local area SEND system.

Areas for Priority Action (APA)

Leaders across the partnership must act with urgency to:

- ensure that amended EHC plans are completed and issued in a timely way (APA 1.1).
- ensure EHC plans better reflect the current needs and provision for the child or young person across health, education and social care, particularly as they move through different phases of education (APA 1.2).
- improve and embed processes for the quality assurance of EHC plans and annual reviews (APA 1.3).

The partnership must continue to strengthen its work to further meet the needs of children and young people by:

- working at pace to implement the next phase of changes to arrangements for identifying, assessing and meeting the needs of children (APA 2.1).
- developing and implementing arrangements for diagnostic assessment of autism and attention deficit hyperactivity disorder (ADHD) (APA 2.2).
- improving the coordination and accessibility of pre and post-diagnostic support. (APA 2.3).

The local area partnership must continue to work at pace to improve communication by:

- transforming the way that they co-produce, inform, consult and involve all partners, especially children and families (APA 3.1).
- deepening and embedding cultural change in relationships between families and practitioners in the local area (APA 3.2).
- further building trust and confidence in the partnership's ambition for children and their approach to improving their experiences and outcomes (APA 3.3).
- ensuring that all key stakeholders in the journey of a child and young person with SEND communicate effectively with one another to ensure the best outcomes for them in Sheffield (APA 3.4).

Areas for Improvement (AFI)

The local area partnership should continue to work together to ensure that children and young people are able to access timely support for the following services:

- speech, language and communication therapy (AFI 1.1).
- CAMHS for children and young people to age 25 with SEND (AFI 1.2).
- video fluoroscopy (AFI 1.3).

The partnership should further develop the culture of inclusion by:

- improving the experience of children, young people and families through enhancing the planning and support around key transition points, such as the move between educational phases, reintegration from AP and in preparation for adulthood (AFI 2.1).
- improving the understanding of leaders and educators, especially in secondary schools, to better meet the needs of children who are at risk of exclusion (AFI 2.2).

Priority 1: Workforce and Structures

Priority 1: *Creating the workforce that Sheffield children need and the structures that enable improvement in leadership and practice.*

This priority has two main themes. The first is about developing and deepening the knowledge and skills of the whole children's workforce so that more children have positive experiences and achieve good outcomes. The second is about finding better ways of bringing professionals and services together to support the children who need something additional or different and their families.

What is it like now:

- There are examples of strong practice and effective workforce development, but this is rarely connected between different parts of the SEND system. The approach to workforce development is often reactive and short term rather than strategic and long term.
- There is no embedded culture of working in a person-centred way with children and families. Similarly, the way that professionals work together is not underpinned by strong dialogic principles. There are few examples of effective multi-agency working across the education, health and care system.

What we want it to be like by 2030:

- Education, health and care services will be strategically commissioned and provided using a balanced model. The children's workforce will have deep expert knowledge and skills as a result of our ambitious programme of professional learning. They will have the products and resources they need to influence in all the places where children live, grow, play and learn. Sheffield children will have the leaders they need now and in the future.
- A place-based model for providing universal, targeted and specialist services in a balanced and multi-agency way will be developed and implemented. A connected and holistic description of healthy child development will define the approach to educating and caring for children and young people in the city. New civic and corporate structure will be in place for whole-system transformation and to realise a generational change in children's experiences and outcomes.

Improvement activities:

The main building blocks for this priority are:

- Healthy child development and ordinarily available provision.
- Sheffield Children's Taskforce.
- SEND hub infrastructure.

Impacts on areas for priority action and areas for improvement identified by Ofsted and CQC:

- Working at pace to implement the next phase of changes to arrangements for identifying, assessing and meeting the needs of children (APA 2.1).
- Transforming the way that we co-produce, inform, consult and involve all partners, especially children and families (APA 3.1).
- Deepening and embedding cultural change in relationships between families and practitioners in the local area (APA 3.2).
- Further building trust and confidence in our ambition for children and our approach to improving their experiences and outcomes (APA 3.3).
- Ensuring that all stakeholders in the journey of a child and young person with SEND communicate effectively (APA 3.4).
- Improve the understanding of leaders and educators, especially in secondary schools, to better meet the needs of children who are at risk of exclusion (AFI 2.2).

Impacts on capacity and practice (knowledge, skills, values, attitudes, expectations and practice):

- More examples of behaviours and practices that align with the [guiding principles](#) of the local area partnership's strategy.
- Better system-wide knowledge and understanding of healthy child development and the features of high-quality ordinarily available provision.
- Evidence of a system-wide approach to developing the knowledge and skills of the children's workforce.
- More meaningful alignment between the local area strategy and delivery plan and other local and national programmes focusing on children and families.
- More examples of open and collaborative approaches to decision-making and planning.
- More examples of a needs-based approach to decision-making, planning and the allocation of resources.

What this will mean for children, young people and their families:

November - December 2025	January - June 2026	July - December 2026
	- Local area leaders have a developing understanding of healthy child development, the needs of groups of children, and how to educate and care for children in an inclusive way. - Local area leaders have a better understanding of the experiences and outcomes of children with SEND. Monitoring, evaluation and review processes identify examples of: - Children's needs being met without additional or different provision. - Needs-based early help and support being provided for children who need additional or different provision. - A proactive multi-agency approach to helping and supporting children who need additional or different provision.	- Leaders and practitioners in the local area have a developing understanding healthy child development, the needs of groups of children, and how to educate and care for children in an inclusive way. - Local area leaders have a strong and evidence based understanding of the experiences and outcomes of children with SEND. Monitoring, evaluation and review processes identify more examples of: - Children's needs being met without additional or different provision. - Needs-based early help and support being provided for children who need additional or different provision. - A proactive multi-agency approach to helping and supporting children who need additional or different provision.

Ref	Actions	By When	Accountable Organisation	Responsible Lead
1	Workforce and Structures:		Sheffield City Council (SCC) NHS South Yorkshire Integrated Care Board (ICB)	Ian Atkinson (NHS South Yorkshire – Deputy Place Director)
1.1	Include Sheffield Teaching Hospitals Trust (STH) in the next phase of development of the healthy child development model (maternal health, pre and postnatal, perinatal, antenatal and maternity services).	October – December 2025		Supported by; • Mandy Higginbottom • Candi Lawson • Bethan Plant • Ian Read • Emma Stevenson • Lorraine Wood
1.2	Work with Sheffield City Council (SCC) leaders to align the development of the cities continuum of provision and the healthy child development model to Families First Partnership Programme, Best Start in Life, Family Hubs, Health Child Programme and NHS 10 Year Plan – Fit for the Future (link to priority 2 and aim to align by March 2026).	October – December 2025		
1.3	Re-form the Healthy Child Development Group (this group will phase into the Ordinarily Available Provision Group) to include subject matter experts/ practitioners from STH for maternal health, parents and carers and Best Start in Life (SCC).	October – December 2025		
1.4	Finalise the healthy child development model for 0–16 years and create the content for 16–25 years.	December 2025 – March 2026		
1.5	Create a facilitation group to support the Children’s Taskforce to lead the development of the city’s continuum of provision. This connects provision that is ordinarily available for children and families with the graduated approach. The Children’s Taskforce will be a fully representative group from local area partnership, including health, education and children’s services (SCC). The Children’s Taskforce will lead the work of three subgroups (see 1.6).	January 2026		
1.6	Set up sub-groups focusing on: • Person-centred thinking and practice and preparation for adulthood (see priority 2). • Ordinarily available provision. • Graduated approach, including arrangements for statutory assessment (see priority 2).	Starting in January 2026		

1.7	Identify project management support for the children's taskforce and the three sub-groups.	January 2026		
1.8	Convene the ordinarily available provision group to lead the next phase of development of the city's healthy child development model.	January 2026		
1.9	The ordinarily available provision group to develop a description of ordinarily available provision, including the features of quality (see priority 2).	March 2026		
1.10	The ordinarily available provision group to set up scalable (whole system) test and learn activities based on the city's healthy child development model and the description of ordinarily available provision.	April – June 2026		
1.11	The ordinarily available provision group to contribute to and learn from the current pilots: • Neurodiverse Schools – expansion of projects and how these link to existing services to understand what works in schools for children with differential needs. • Needs-led early support pilot test and learn activity currently in locality E schools focusing on enquiry and small-scale multi-disciplinary interventions. • Speech, language and communication needs-led model. • Secondary engagement model pilot: project in 6 secondary schools across the city to upskill SENCO's to be licensed training partners for autism and develop knowledge across workforce. • Relational practice in schools – 12 schools developing relational practice in partnership with Carr Manor School in Leeds. • AuDHD project - evaluate impact of existing AuDHD friendly awarded schools – what impact have these awards had? Need to understand overlap with PINs and Autism in Schools. • The innovative approaches to autism workstream - testing whether other trusted professionals could profile/assess for autism. • Transition pilot in Locality E: years 6 to 7.	Initial findings by December 2025 and wider testing January – June 2026		
1.12	Gather the views and experiences of children, families and professionals to inform and develop the work in this priority (link to priority 3).	April – June 2026		

1.13	The ordinarily available provision group to design and develop a range of products based on the healthy child development model, including • Co-designed web-based content education, health and children's services and families. • Self-evaluation tool for schools, settings and services. • Workforce development resources and a draft strategy and delivery plan for developing the city's children's workforce.			
1.14	Finalise the description of ordinarily available provision (and features of quality) as part of the full continuum of provision for children.	Completed by June 2026		
1.15	The ordinarily available provision group to identify whole-system themes within the healthy child development model and ordinarily available provision and translate these into clear and actionable recommendations for the city's corporate and civic leaders.	July 2026		
1.16	The children's taskforce to develop a prioritised and phased implementation plan with outline commissioning implications (see enabling activities: commissioning).	Completed by July 2026		
1.17	Seek feedback on the ordinarily available provision and finalise descriptions and the implementation plan.	Completed by August 2026		
1.18	The ordinarily available provision group to identify voluntary and community sector (VCS) partners to contribute to the implementation plan for healthy child development and ordinarily available provision.	August 2026		
1.19	The ordinarily available provision group and the children's taskforce to work with Sheffield Stronger Together Partnership to align the healthy child development model and ordinarily available provision to the city goals and all connected citywide strategies and improvement activities.	August 2026		
1.20	Use the descriptions of the continuum of provision to inform the next phase of workforce development strategy and delivery planning.	September 2026		

Priority 2: Processes

Priority 2: Developing processes that work for everyone and lead to better outcomes.

This priority has three main themes. The first is preparation for adulthood, which is about making sure that young people are fully prepared for their adult lives and achieve outcomes that match their ambitions. The second is the graduated approach which is about arrangements for identifying, assessing and meeting children and young people's needs and making sure that these arrangements bring children, young people, families and professionals together at the right times and in the right way. The third is diagnostic and statutory assessment of need which is about education, health and care assessment and diagnostic health assessment pathways and making sure that timeliness and the quality of assessment, planning and review improve significantly.

What is it like now:

- The partnership's current approach to commissioning and providing services for children with SEND is ineffective. It does not align with the graduated approach, or the requirements specified in the SEND Code of Practice. There are examples of effective joint decision making. In general, however, decision-making systems lack transparency, undermine trust and cause inequity. Resources reside in different parts of the system which do not connect. Too often, decisions that affect parts of the system are made without reference to them.
- Children and families do not have strong voices in dialogue about their current and future lives. Children and young people's views and experiences are neither sought nor valued consistently well and they rarely get the help they need to influence important decisions about how they are supported.
- Outcomes for children are rarely ambitious or functionally meaningful. They do not focus enough on the things that children need to achieve to be well-prepared for their lives as adults. There is limited evaluation of the progress children make towards the outcomes in their plans. As a result, the plans are often inaccurate and out of date.
- Despite several examples of strong practice there is no effective graduated approach to identifying, assessing and meeting the needs of children with SEND. The partnership's approach to identifying, assessing and meeting children's needs has become increasingly short-term and reactive.

What we want it to be like by 2030:

- Person-centred goals and dialogic principles will be embedded in all systems and processes in the local area. Children, young people and their families will be well supported to articulate and realise their ambitions. Their views and experiences will be at the centre of the support they receive into adulthood and beyond. Sheffield children and young people will be celebrated and championed as valued, visible and included adults in our city.
- The graduated approach will be re-engineered and there will be highly effective multi-agency practice at setting, locality and city-wide levels in Sheffield. Open and transparent processes for decision making and resource allocation will be embedded at all levels in the local area SEND system. Sheffield will operate under a balanced model of support where children and young people will access the right support, at the right time from the right place for them.
- The local area partnership's approach to EHC needs assessment, planning and review, including arrangements for diagnostic assessment, will be re-designed as a connected part of the city's graduated approach.

Improvement activities:

The main building blocks for this priority are:

- Preparation for adulthood and person-centred thinking and practice.
- The Graduated Approach to identifying, assessing and meeting children's needs.
- Alternative Provision.
- Statutory Assessment.

Impacts on areas for priority action and areas for improvement identified by Ofsted and CQC:

- Ensure that amended EHC plans are completed and issued in a timely way (APA 1.1)
- Ensure EHC plans better reflect the current needs and provision for the child across health, education and social care, particularly as they move through different phases of education (APA 1.2).
- Improve and embed processes for the quality assurance of EHC plans and annual reviews (APA 1.3).
- Working at pace to implement the next phase of changes to arrangements for identifying, assessing and meeting the needs of children (APA 2.1).
- Developing and implementing arrangements for diagnostic assessment of autism and attention deficit hyperactivity disorder (APA 2.2).

- Improving the co-ordination and accessibility of pre-diagnostic and post-diagnostic support (APA 2.3).
- Transforming the way that we co-produce, inform, consult and involve all partners, especially children and families (APA 3.1).
- Deepening and embedding cultural change in relationships between families and practitioners in the local area (APA 3.2).
- Further building trust and confidence in our ambition for children and our approach to improving their experiences and outcomes (APA 3.3).
- Ensuring that all stakeholders in the journey of a child and young person with SEND communicate effectively (APA 3.4).
- Ensure that children are able to access timely support for speech, language and communication needs (AFI 1.1.1).
- Improve the experience of children and families through enhancing the planning and support around transition points, such as the move between educational phases, reintegration from AP and in preparation for adulthood (AFI 2.1).
- Improve the understanding of leaders and educators, especially in secondary schools, to better meet the needs of children who are at risk of exclusion (AFI 2.2).

Impacts on capacity and practice (knowledge, skills, values, attitudes, expectations and practice):

- More examples of behaviours and practices that align with the guiding principles of the local area partnership's strategy.
- Better system-wide knowledge and understanding of the re-engineered graduated approach, person-centred thinking and practice, preparation for adulthood and arrangements for statutory assessment.
- Evidence of successful implementation of the local area strategy and delivery plan and an effective whole partnership approach to improvement.
- More examples of effective person-centred practice and high-quality multi-agency working.
- More examples of local area leaders and professionals being accountable to children, families and, interdependently, to each other.
- More examples of leadership and practice being influenced by the views and experiences of children and families.

What this will mean for children, young people and their families:

By January 2026	By July 2026	By January 2027
• The local area partnership's approach to improving SEND arrangements is evidence based and sharply focused on the needs of children with SEND and their families.	• Local area leaders have a better understanding of the experiences and outcomes of children with SEND. • Leaders and practitioners in the partnership understand their roles and how to work together well.	• Local area leaders have a strong and evidence based understanding of the experiences and outcomes of children with SEND.

By January 2026	By July 2026	By January 2027
The local area partnership has an effective approach for monitoring, evaluating and reviewing the impact of its strategy and delivery plan.	- Arrangements for sharing information across education, health and children's services are effective. Monitoring, evaluation and review processes identify examples of: - Children's strengths and needs being identified accurately and in a timely way. - Effective multi-agency decision making at statutory stages 1 and 2. - Children and families contributing meaningfully to dialogue and decision making. - Plans and provision being co-produced, well-coordinated and meeting children's identified needs. - Plans being reviewed well and updated in response to changes in children's strengths and needs. - Outcomes in plans being meaningful and matching children's ambitions for the future. - Plans and provision for children with SEND focusing on the knowledge and skills they need to be well prepared for their adult lives. - Children with SEND developing the confidence and skills needed to develop positive relationships and participate with increasing independence in community-based activities that match their interests and preferences.	Monitoring, evaluation and review processes identify more examples of: - Children's strengths and needs being identified accurately and in a timely way. - Effective multi-agency decision making at statutory stages 1 and 2. - Children and families contributing meaningfully to dialogue and decision making. - Plans and provision being co-produced, well-coordinated and meeting children's identified needs. - Plans being reviewed well and updated in response to changes in children's strengths and needs. - Outcomes in plans being meaningful and matching children's ambitions for the future. - Plans and provision for children with SEND focusing on the knowledge and skills they need to be well prepared for their adult lives. - Children with SEND developing the confidence and skills they need to develop positive relationships and participate with increasing independence in community-based activities that match their interests and preferences.

Ref	Actions	By When	Accountable Organisation	Responsible Lead
2.1	Ordinarily available provision and the graduated approach:		Sheffield City Council (SCC) South Yorkshire Integrated Care Board (ICB)	Steve Kay (SCC - Director of Belonging)
2.1.1	Create a facilitation group to support the development of the Children's Taskforce to lead the development of the city's continuum of provision. This connects provision that is ordinarily available for children and families with the graduated approach (see priority 1).	November 2025		Supported by; • James Booker • Laura Chambers • Bob Harrison • Katie Monette • Fiona Rigby • Richard Smith
2.1.2	This group to gather information about the features of ordinarily available provision and the graduated approach from local, regional and national practice and research (see priority 1).	December 2025		
2.1.3	This group to create working descriptions for ordinarily available provision and the graduated approach based on person-centred thinking and practice and incorporating preparation for adulthood from the earliest stage (see priority 1).	December 2025		
2.1.4	Create a definition and way of working for a 'whole system' approach to developing the city's continuum of provision, focusing on the features of high quality multi-agency practice.	December 2025		
2.1.5	Set up sub-groups focusing on: • Person-centred thinking and practice and preparation for adulthood. • Ordinarily available provision (see priority 1). • The graduated approach, including arrangements for statutory assessment.	January 2026		
2.1.6	Work with sub-groups to identify features of practice that impact on: • Ordinarily available provision. • Person-centred thinking and practice and preparation for adulthood. • The graduated approach, including arrangements for statutory assessment (see priority 2.2).	January 2026		
2.1.7	Link with priority 3 to create a whole system engagement plan for gathering the views and experiences of children, families and professionals on ordinarily available provision and the graduated approach.	February 2026		

2.1.7	Link with priority 3 to create a whole system engagement plan for gathering the views and experiences of children, families and professionals on ordinarily available provision and the graduated approach.	February 2026		
2.1.8	Implement a test and learn activity focusing on the new city-wide GP led ADHD Neighbourhood Service for the specialist element of the graduated approach.	February 2026		
2.1.9	Align the development of the city's continuum of provision with national programmes such as Families First Partnership Programme, Best Start in Life, Family Hubs, Health Child Programme and NHS 10 Year Plan – Fit for the Future.	March 2026		
2.1.10	Identify the workforce development implications of the continuum of provision model.	March 2026		
2.1.11	Better understand the views and experiences of under-represented and marginalised families through a listen and learn exercise (see priority 3) and the insights to inform future strategy.	February – December 2026		
2.1.12	Sub-groups iterate the descriptions of ordinarily available provision and the graduated approach based on test and learn, engagement and feedback.	April 2026		
2.1.13	Test and learn pilots: - Needs-led early support pilot test and learn activity currently in locality E schools doing enquiry and small scale MDT interventions (initial findings by December 2025), wider testing January – June 2026. - Neurodiverse Schools – expansion of projects and how these link to existing services to understand what works in schools for those with differential needs. - Speech, language and communication needs-led model. - Secondary engagement model pilot: project in 6 secondary schools across the city to upskill SENCO's to be licensed training partners for autism and develop knowledge across workforce. - Transition pilot in Locality E: years 6 to 7. - Relational practice in schools – 12 schools developing relational practice in partnership with Carr Manor School in Leeds.	June 2026		

2.1.14	- The innovative approaches to autism workstream - testing whether other trusted professionals could profile/assess for autism. New test and learn pilots: - Link to priority 1 on plan to engage civic leaders and VCS. Review ordinarily available in home and community context – review what’s available, where, who’s using the offer including demographics, evidence of impact, and does it need to change e.g. parenting hubs and VCS organisations. - Evaluate impact of existing AUDHD friendly awarded schools – what impact have these awards had? Need to understand overlap with PINs and Autism in Schools (18 schools are currently awarded, 55 by July 2026). - Utilise learning and insights to design ‘SEND Hub’ workstream delivery plan – the hub needs to help families have a consistent and clear route to support and have strong links with schools. - Preparation for adulthood test and learn e.g. test of how well the Gatsby benchmarks are understood and embedded in schools and settings.			
2.1.15	Co-design a description of how the continuum of provision model (ordinarily available provision and the graduated approach) should be experienced by children and families.	May 2026		
2.1.16	Sub-groups finalise descriptions of the continuum of provision model: (ordinarily available provision and the city’s graduated approach) for Children’s Taskforce review and develop an implementation plan with outline commissioning implications.	June 2026		
2.1.17	Seek feedback on the continuum of provision and finalise the descriptions and implementation plan.	July 2026		
2.1.18	Review capacity for the specialist element of diagnostic assessment (SCFT).	July 2026		
2.1.19	Present to Sheffield Strategic Improvement Board.	July 2026		
2.1.20	Develop a commissioning strategy for the continuum of provision (see enabling activities: commissioning).	September – October 2026		

2.1.21	Work with priority 1 leaders to create a workforce development strategy for the continuum of provision.	November 2026		
2.1.22	Start phased implementation with all processes, digital system requirements and structures in place.	December 2026		
2.2	Alternative Provision:			
2.2.1	Create an AP Taskforce to oversee, develop and implement a new AP strategy in Sheffield. The AP Taskforce will be a multi-disciplinary group including representation from education, health, social care and the voluntary sector.	November 2025		
2.2.2	Co-produce a Sheffield AP strategy with schools, families and partners following activity to establish the current 'state of play', including sufficiency, safeguarding arrangements and the voice of CYP/families. To include: • Audit of current commissioned arrangements. • Listening events, case studies and other activity to capture the voice of CYP and families. • Review of Section 19 and 6-Day Provision.	June 2026		
2.2.3	Develop a citywide commissioning framework aligned to the three-tier model.	September 2026		
2.2.4	Develop a quality assurance process, reporting arrangements and evidencing of impact for all Sheffield AP.	June 2026		
2.2.5	Formalise governance and accountability arrangements for Sheffield AP ensuring alignment with SEND boards and strategic partnerships.	January 2026		
2.2.6	Create and maintain a comprehensive Sheffield AP Directory and Provider Forum in order to: • Ensure all schools, families and professionals have up to date and detailed information about the offer. • Ensure best practice is shared within a network of collaboration and solution focussed providers.	September 2026		

2.3	Statutory Assessment:			
2.3.1	Identify key partners to be involved in reviewing the EHC assessment process. Work with key partners to develop an action plan for reviewing the EHC assessment process.	October 2025		
2.3.2	Find out more about how children and families experience EHC assessment. Prioritise the experience of missed or marginalised voices (e.g. children not in school, children who are excluded, children looked-after, diverse communities).	December 2025		
2.3.3	Describe the features of good EHC assessment, high-quality EHC advice and high-quality EHC plans (incorporating preparation for adulthood from the earliest stage). This should be informed by good practice, co-produced with children and families.	Completed with products by January 2026		
2.3.4	Update EHC assessment and planning paperwork and develop a multi-agency quality assurance process (with all documents and guidance) for EHC advice and plans.	March 2026		
2.3.5	Feedback all learning to stakeholders.	March 2026		
2.3.6	Set up task and finish groups for the next priorities: • Group 1: Decision-making at statutory stages 1 and 2. • Group 2: Multi-agency collaboration/JAM process. • Group 3: Annual reviews.			

	Group 3: Annual reviews: • Review current EHCP review process with all stakeholders. • Create guidance and protocols for amending EHC plans and including guidance about the information required for the content of an EHC plan to be amended. • Create guidance about transition points based on the Locality F test and learn project (April – June 2026). • Embed preparation for adulthood in the EHC review process. Implement the process using a test and learn approach and gather information about the resourcing and commissioning implications. • Use the learning from the Locality F test and learn project to create guidance about post-16 transition.	January – May 2026		
2.2.7	Develop process guidelines for all aspects of EHC assessment planning and review informed by the task and finish groups and a series of test and learn projects.	September 2026		
2.2.8	Develop and implement a process for quality assuring EHC assessment, planning and review based on clear and agreed features of quality and including the views and experiences of children, families and professionals. Gather evidence about the impact of changes to EHC assessment, planning and review on children's progress and outcomes.	March – September 2026		
2.2.9	Create the workforce development products needed for city-wide implementation of new arrangements for EHC assessment, planning and review.	July – September 2026		
2.2.10	Create quarterly insight reports focusing on the resourcing and commissioning implications of changes to EHC assessment, planning and review.	July – September 2026		
2.2.11	Develop an electronic/online process (including AI) to support EHC assessment and informed by learning from this work programme (November 2026 - September 2027). This will be a staged process with initial work focusing on improving administrative arrangements (November 2025 – March 2026).	March – December 2026		

How we will make a difference in the areas for priority action:

We have prioritised addressing the systemic weaknesses in the local area's arrangements for assessing and meeting children's needs. This is reflected in the content, timescales and intended impacts of priority 2.3 in the additional plan below. This does not, however, diminish the importance of the other priorities and actions which are the building blocks for significant and sustained improvement in the local area SEND system.

By January 2026	By July 2026	By January 2027
- Additional capacity will be recruited to support delivering effective annual reviews. (APA 1.2) - Vulnerable children and young people and those in a phase transfer year will be prioritised to have their EHC plans reviewed. (APA 1.2) - Refreshed guidance on the statutory assessment processes will be coproduced and issued to schools and families. (APA 1.2) - A co-produced framework will be in place to monitor, audit and ensure that EHC plans are informed by good assessment of need and are compliant with SEND Code of Practice. (APA 1.3) - Establish the need and ambition for all professionals to embrace co-production and to work in a relational and person-centred way. (APA 3.1 & 3.2)	- Multi-agency training and support on the refreshed SEND guidance will be planned and delivered across the SEND workforce. (APA 1.2) - Newly issued EHC plans will accurately reflect the needs, provision and outcomes for children and young people. (APA 1.2) - The existing backlog of annual reviews (over 14 months old) will reduce by 60% by July 2026. (APA 1.2) - Increased numbers of families will feedback that the EHC plan provides a clear pathway to post 16 opportunities that they recognise as building towards their ambitions. (APA 1.2) - Auditing of EHC plans is multi-agency and a system is embedded across the local area partnership. (APA 1.3) - There are more examples of advice received being accurately reflected in quality assured plans. (APA 1.3) - Education settings are clear on their annual review responsibilities supported by stakeholders, especially at key transition points with priority groups of children and young people. (APA 1.3)	- The backlog of annual reviews (over 14 months old) will be less than 5%. (APA 1.2) - Children, young people and their families know when their next annual review is due and how to inform the discussion. (APA 1.2) - Working towards 100% participation of post 16s into positive destinations; supporting the needs of all young people. (APA 1.2) - Advice received is accurately reflected in plans and has been quality assured. (APA 1.3) - Improved feedback from families. (APA 1.3) - All stakeholders have a clear and consistent understanding of: - the graduated approach - preparation for adulthood - effective communication (APA 1.3) - There is a clear pathway from an annual review to post 16 opportunities that the CYP/family recognise as building towards their ambitions. (APA 1.3)

By January 2026	By July 2026	By January 2027
	• There are more examples of and opportunities for the workforce to coproduce, work relationally and develop a person-centred approach. (APA 3.1 & 3.2) • Sheffield has a clearly articulated description of: • the graduated approach. • preparation for adulthood. • effective communication. (APA 1.3) • Training and support are in place to enable the workforce to develop their understanding and implementation of the above. (APA 1.3) • System and cultural changes lead to improved relationships between families and practitioners. (APA 3.2)	• Sheffield has a clear pathway from annual review to post 16 opportunities universally understood and implemented. (APA 1.3) • The EHC plans for all children and young people are clear, transitions are well-planned between phases of education, they are ambitious and have a clear pathway from early years to post 16. (APA 1.3) • A culture of co-production, relational and person-centred working has been established across the workforce. (APA 3.1 & 3.2) • As a result of work on ordinarily available provision, there is an increased awareness across the workforce of the impact of enabling environments and relational, person-centred practice. (APA 3.2) • Ensure local provision is in line with SEND Code of Practice requirements and expectations. (APA 3.1) • More children and young people are supported locally and where they want to be educated. (APA 3.2) • There are appropriate increases of focused support at key transition points. • There is a greater alignment between the continuum of need and the continuum of provision in Sheffield. • Improvements to our multi-agency working and culture lead to more effective use of resources across the local area resulting in better provision for CYP.

Priority 3: Governance and Accountability

Priority 3: Transforming governance and re-designing the way accountability works.

This priority has four main themes. The first is the development of an outcomes framework, which will identify the measures that enable everyone to understand the progress that is being made towards the goals of the new strategy. The second is called understanding lived experience in Sheffield and this is about the development of additional tools to capture the experience of children, young people, their families and professionals, building on the current pilot using the SenseMaker tool. The third is the development of a whole system improvement cycle which will support evaluation and improvement by making sure that the partnership has clear information about performance and is able to support and challenge all parts of the SEND system. The fourth is the development of strategic governance which streamlines the monitoring and oversight of SEND so that it is more efficient and transparent, with stronger support and challenge.

What is it like now:

- Relationships between senior leaders are developing and trust is increasing but the conditions required for highly effective multiagency working are not currently in place. Local area leaders are too reliant on provider-level measures that give limited insight into children's experiences and outcomes. The views and experiences of children feature minimally in the local area's analysis. The local partnership has a partial picture of children's experiences, progress and outcomes. The partnership's strategic analysis provides minimal assurance.
- Governance and oversight of the quality and performance of services, children's progress and outcomes, and value for money is undermined by outdated structures and systems and a lack of shared understanding. There is no system of escalation when there are concerns about quality or performance.

What we want it to be like by 2030:

- An outcomes framework will be in place for Sheffield children and families using a results-based accountability model. The measures in this framework will be meaningful to children, young people and families, and effective in enabling the local partnership to understand its progress. A sensor-network approach will be used to gather data and information about the experiences of Sheffield children and young people, and the outcomes they achieve. This will complement other approaches to understanding and enquiring about children and young peoples' experiences and the outcomes they achieve. A whole system improvement cycle will be developed and implemented as

part of a robust system of escalation and intervention. Activity will focus on the parts of the education, health and care system that need to improve.

- An aligned governance structure with clearly specified responsibilities and accountabilities will be in place. A participative

approach to joint accountability will be evident at every level in the local area SEND system. The governance of the SEND system will be facilitated by an effective secretariat which provides high-quality business support. The long-term leadership of SEND arrangements in the city will be secure and embed the partnerships ambitions for children and families.

Improvement activities:

The activity is designed to enable the local area to:

- Redesign our approach to understanding **quality, performance** and develop a system of **intervention** and **improvement** support.
- Transform **governance** arrangements for Sheffield's SEND system to provide effective and active support and challenge.

The main building blocks for this priority are:

- Outcomes Framework
- Understanding Lived Experience
- Whole System Improvement Cycle
- Strategic Governance

Impacts on areas for priority action and areas for improvement identified by Ofsted and CQC:

- Working at pace to implement the next phase of changes to arrangements for identifying, assessing and meeting the needs of children (APA 2.1).
- Transforming the way that we co-produce, inform, consult and involve all partners, especially children and families (APA 3.1).

- Deepening and embedding cultural change in relationships between families and practitioners in the local area (APA 3.2).
- Further building trust and confidence in our ambition for children and our approach to improving their experiences and outcomes (APA 3.3).
- Ensuring that all stakeholders in the journey of a child and young person with SEND communicate effectively (APA 3.4).

Impacts on capacity and practice (knowledge, skills, values, attitudes, expectations and practice):

The development of the outcomes framework will lead to:

- Better system-wide knowledge of outcomes-based accountability.
- Improved knowledge, skills and confidence in co-production approaches.
- More examples of meaningful co-production and collaboration across the system.
- More examples of measuring what we value.
- Better evidence and understanding of the experiences and outcomes of children and families.
- Evidence of moving from a service-centric to child-centric focus on understanding the experiences and outcomes of children and families.
- Higher expectations and more meaningful ambitions for children and families.
- Stronger engagement with the strategy from all stakeholders in the local area partnership.

What this will mean for children, young people and their families:

November – December 2025	January – June 2026	July – December 2026
• Leaders actively engage with children and families in the development of the Outcomes Framework.	• Children and families have co-produced the Outcomes Framework. • Leaders have an increasingly accurate shared understanding of the experiences and outcomes of children and families informed by systematic use of listening events, enquiry activities and data tools.	• The outcomes that are most important to children, young people and their families are understood and planned for. • Decisions relating to services are shaped by children and young people's needs, experiences, ambitions and outcomes. • Services and systems are more frequently designed around the needs of children and young people and are informed by evidence of what works in achieving good outcomes.

Ref	Actions	By When	Accountable Organisation	Responsible Lead
3.1	Outcomes Framework:		Sheffield City Council (SCC) South Yorkshire Integrated Care Board (ICB)	Meredith Teasdale <i>(SCC - Strategic Director of Children's Services)</i> Supported by; • Sam Armitage • Stephen Betts • Lee Carey • Kate Gleave • Chelsea Renehan
3.1.1	Develop and agree outcomes framework commission with the Council for Disabled Children (CDC), including sharing existing documentation.	November 2025		
3.1.2	Identify membership of project task and finish group.	November 2025		
3.1.3	CDC to facilitate engagement with children and families alongside project team members.	December 2025		
3.1.4	CDC to lead full day workshop with project task and finish group to develop draft outcomes framework.	December 2025		
3.1.5	CDC to facilitate further engagement with children and families alongside project team members to test draft outcomes framework.	January 2026		
3.1.6	CDC to lead full day workshop with project task and finish group to explore evidencing progress towards strategic outcomes.	January 2026		
3.1.7	CDC to lead full day workshop with project task and finish group to explore bringing the strategic outcomes to life.	February 2026		
3.1.8	Finalise outcomes framework (full and accessible versions) with Sheffield SEND Improvement Board (SSIB), update the delivery plan to include the outcomes framework and align with the whole system improvement cycle.	March 2026		
3.1.9	Plan workforce development programme to ensure understanding of outcomes-based accountability and the outcomes framework. CDC to facilitate workshops to consider the relationship between the outcomes framework strategic objectives and the Sheffield City Council (SCC) belonging framework.	April 2026 May 2026		
3.1.10	Align and include the information-gathering and reporting tools within the outcomes framework, developed through the sensing and shaping building block.	July 2026		

3.1.11	Complete operational pilot to test the capacity for information gathering and reporting against the strategic objectives in the outcomes framework and report to SSIB.	July 2026		
3.1.12	Develop a governance and accountability plan for the 2026 - 27 academic year which connects the outcomes framework, sensing and shaping toolkit and networks, improvement cycle and strategic governance structure for SSIB.	September 2026		
3.1.13	Implement workforce development (OBA and the outcomes framework) plan and develop an on-going cycle for updating.	December 2026		
3.1.14	Complete review of the impact of the outcomes framework and report to SSIB.	December 2026		
3.2	Understanding Lived Experience:			
3.2.1	Establish the SenseMaker Exploratory Group to provide a mechanism for test and learn activity using the SenseMaker tools.	November 2025		
3.2.2	Map and engage organisations and existing activity which can support engagement with children, families and professionals.	December 2025		
3.2.3	Review the initial SenseMaker pilot activity with the Cynefin Company.	December 2025		
3.2.4	Establish an alliance of organisations, settings and professionals who will collaborate and contribute to a Sheffield sensing network.	February 2026		
3.2.5	Map existing data and information tools, linked to the measures specified in the outcomes framework.	April 2026		
3.2.6	Develop a work plan to expand the existing sensing network (and consider relevant strategy consultation feedback) to engage with people, organisations and communities who are not currently included in the network.	April 2026		
3.2.7	Develop and deliver a series of test and learn pilots to support the development of a wider set of data and information tools, linked to the measures specified in the outcomes framework.	May 2026		

3.2.8	Align and include the information-gathering and reporting tools within the outcomes framework, developed through the sensing and shaping building block.	July 2026		
3.2.9	Develop a governance and accountability plan for the 2026 - 27 academic year which connects the outcomes framework, sensing and shaping toolkit and networks, improvement cycle and strategic governance structure for SSIB.	September 2026		
3.2.10	Review and report on test and learn pilots to support the development of a wider set of data and information tools, linked to the measures specified in the outcomes framework.	December 2026		
3.2.11	Integrate any new data and information tools into the governance and accountability plan for 2026-27.	December 2026		
3.3	Whole System Improvement Cycle:			
3.3.1	Develop the 2026 Improvement Cycle including activities, organisations and people, connected to the SSIB deep-dive thematic reviews.	November 2025		
3.3.2	Create a plan for the development of data dashboards, including (as an initial phase) reviewing existing SEND organisational data including DfE and NHS England expectations.	December 2025		
3.3.3	Create materials to show examples of how to support regular improvement cycle activities, including monthly listening events with children, families and professionals.	December 2025		
3.3.4	Develop and plan enquiry activities, including supporting materials, for bi-monthly enquiry activities focusing on areas specified by the SSIB Steering Group.	December 2025		
3.3.5	Align the improvement cycle to the finalised outcomes framework (full and accessible versions) in the updated delivery plan.	March 2026		
3.3.6	Work with a group of local area leaders across the partnership to design a system of escalation and intervention in response to concerns about quality and performance.	April 2026		

3.3.7	Complete operational pilot to test the capacity for information gathering and reporting against the strategic objectives in the outcomes framework and report to SSIB.	May 2026		
3.3.8	Review the development of the suite of data dashboards and how successfully they capture and present integrated system data.	June 2026		
3.3.9	Review the development of case study and enquiry products to support integration of lived experience and enquiry learning into the data dashboards.	June 2026		
3.3.10	Develop a governance and accountability plan for the 2026 - 27 academic year which connects the outcomes framework, sensing and shaping toolkit and networks, improvement cycle and strategic governance structure for SSIB.	September 2026		
3.3.11	Report on and review the operation and impact of the improvement cycle with SSIB, including the system of escalation and intervention.	November 2026		
3.4	Strategic Governance:			
3.4.1	Finalise the governance structure at SSIB, including supporting documents.	November 2025		
3.4.2	Implement changes and establish all the working and delivery groups within the governance structure, including the functions of communication, and quality and performance within the structure.	December 2025		
3.4.3	Develop a proposal for SSIB about embedding lived experience and diversity in governance structures, including better understanding the experiences and outcomes of minoritised children and families and the diversity of participation in the leadership and governance of local area SEND arrangements.	January 2026		
3.4.4	Consider relevant consultation feedback on the strategy document and map engagement across the local area partnership.	February 2026		
3.4.5	Implement proposals agreed at SSIB in relation to diversity and governance structures.	February 2026		

3.4.6	Create a SEND governance guide which exemplifies the implications of outcomes-based accountability and the outcomes framework for governance and is supplemented by case study examples.	March 2026		
3.4.7	Develop a workforce plan to support those involved in governance to participate effectively in the governance structure.	April 2026		
3.4.8	Develop a governance and accountability plan for the 2026 - 27 academic year which connects the outcomes framework, sensing and shaping toolkit and networks, improvement cycle and strategic governance structure for SSIB.	September 2026		
3.4.9	Review and report to SSIB on the effectiveness of strategic governance (including the effectiveness of business support, data analysis and expert knowledge) and make recommendations for any changes to the governance structure for 2027-28.	November 2026		
3.4.10	Develop an options paper for the SEND system-wide leadership group to consider the structural options for the long-term leadership of SEND arrangements in the city.	December 2026		



Enabling Activities: Commissioning

A cornerstone of the Sheffield strategy is a partnership approach to multi-agency understanding, collaboration, planning and delivery of services to most effectively meet children's needs. To achieve the ambition set out in the strategy, multi-agency collaborative decision making and commissioning priorities will need to be developed to ensure improvement and transformation is impactful, sustainable and increases efficiency across the system.

Historically, the collaborative advantage of joint or partnership commissioning in Sheffield has not been fully realised. Commissioning primarily follows organisational and departmental boundaries and national financial drivers, leading to fragmentation and at times gaps or duplication of effort and resource.

Commissioners come together in a joint commissioning space which allows collaboration, planning and co-commissioning, but the mechanisms for partnership decision making related to spend and resource are not routinely utilised to enable a proactive and needs led system approach.

We need to consider commissioning and decision-making arrangements that;

- allow for a system commissioning approach that crosses the boundaries of organisations and departments in order to commission based on prioritisation of needs across the whole system rather than specific service needs.

- Is evidence based, focusing on intervening at the earliest point to prevent health and care inequalities.

We believe that there is an opportunity to achieve this now.

Much of the success of the new strategy is dependent on an enhanced system commissioning model being developed and tested to move from individual organisation commissioning to a system that is children and young person focused and integrated across the partnership. Whilst wider scale commissioning change will take some time to be fully realised, there are opportunities to test and learn in parts of the Sheffield system that are both challenging and rich for innovation and change, using current resources. Some examples of this include the system for SLCN (speech, language and communication needs) support which is characterised by fragmentation and duplication in commissioning. Learning can be drawn upon from other areas who have established joint commissioning arrangements and behaviours/discipline and national guidance such as CDC (Council for Disabled Children) frameworks, to inform future partnership commissioning arrangements in Sheffield.

Next steps

- a. Continue to develop the system intelligence that informs commissioning through: a high quality joint strategic needs assessment (JSNA), sufficiency of health services analysis, and the voice and influence of children and families.
- b. Review how and when joint commissioning decision making mechanisms are utilised to enable proactive system decision making that is able to commission across the boundaries of departmental, organisational, and programme lines. (test and learn through the approach to commissioning of an SLCN system)
- c. Create and implement joint commissioning intentions and a partnership joint commissioning plan for 2026-2030 that:
 - Gives clear commissioning intentions for the system, that work across departmental and organisational lines.
 - Works in partnership with the SEND workstreams to facilitate and enable change.
 - Includes sufficiency plans for health services and education settings.



Enabling Activities: Communication, Engagement and Co-production

Sheffield SEND Local Area Partnership Inspection 2025 identified improving communication with families as one of three areas for priority action. Families tell us communication has often been poor or unclear. They have not always felt included in decisions, and trust in the system is low. We also need to ensure all services and providers across the city are engaged in and understand how important they are in delivering the change that is needed. Children, families and professionals need clear, consistent communication and genuine involvement at every stage.

Working with children and families is at the heart of how we will improve SEND arrangements in Sheffield. We are committed to making sure decisions are shaped by the people who use services every day. We work in partnership with the Sheffield Parent Carer Forum, which represents parents and carers voice and lived experience across the city. We're committed to involving parent and carers in developing solutions that work for them and their families.

Children and young people must also have a strong voice. Through our engagement work which includes SENDing voices group and other children and young people voice networks, they share their experiences and ideas to help make services better. We're committed to gathering

more feedback and undertake more meaningful co-production work to ensure the needs of children and young people are understood and valued.

Engagement with providers delivering support to families is also central to our work. We will communicate well and provide opportunities for discussion and involvement.

Next steps

- Develop a SEND Communication Strategy and Plan which ensures providers are engaged in changes and keeps children, young people and their families informed as well as capturing feedback on any improvements.
- Develop a SEND Engagement and Co-production Strategy and Plan to ensure parents, carers and children and young people are actively involved in influencing decisions and making improvements changes.
- Refresh and embed Sheffield's Co-production Charter across the system to make sure there's a framework for how to co-produce well, along with understanding which element of co-production is being used.

Enabling Activities: Alignment with local and national programmes and strategies

This strategy and delivery plan will need to be aligned to a number of local and national programmes and strategies, which are developing in the same timeframe.

This includes a number of connected initiatives within the framework of early intervention and preventative services for children and families, including Families First Partnership Programme, Best Start in Life, Family Hubs, Health Child Programme and NHS 10 Year Plan – Fit for the Future.

There are also significant developments in the education sector which includes a new inspection framework, the final report of the Curriculum and Assessment Review and a new schools white paper in the new year. The white paper, in particular, is expected to include significant reform of the SEND system.

Next steps

- Anticipate changes in national policy and practice.
- Adapt systems and processes to align, based upon robust understanding of children, young people and family's needs.
- Seek to align the plethora of national programmes to ensure that opportunities for children and young people with SEND are maximised.



Outcomes Framework

We have commissioned expertise from the [Council for Disabled Children](#) (CDC). They will support us to develop a holistic outcomes framework.



The proposed objectives for this support are:

- Co-produce a strategic outcomes framework with children, young people, parent carers, local leaders and practitioners.
- Increase understanding of the power and purpose of a strategic outcomes framework.
- Identify principles and enablers which will underpin the achievement of the strategic outcomes.
- Identify key data metrics to evidence progress towards achievement of the strategic outcomes.
- Plan to embed the strategic outcomes framework and bring it to life.

The outcomes framework is an important part of priority three from this Delivery plan. It will be closely connected to the other building blocks in this priority. Understanding Lived Experience will develop better tools and wider networks to inform our understanding of the experiences and outcomes of children, young people, their families and the professionals who support them. The Whole System Improvement Cycle will provide regular opportunities to build our evidence base and understand our progress, as well as develop new approaches to escalation and intervention.

Finally, the Strategic Governance building block will ensure that those leading this work stay accountable to those that they serve, in particular the children and young people of Sheffield. Those involved in governance will use the outcomes framework to measure success and know if change has been successful.

Sheffield's Local Area SEND Partnership Delivery Plan 2025-2030

This document has been produced by Sheffield's Local Area SEND Partnership.

It should be read in conjunction with our strategy document,
Shaped by what's around us: our strategy for making Sheffield the place where all children belong and thrive.

Our Local Area SEND Partnership includes Sheffield City Council,
South Yorkshire Integrated Care Board,
Sheffield Children's NHS Foundation Trust,
Sheffield Parent Carer Forum and
Learn Sheffield.

