



Cambridgeshire Education Service:

National Reforms & Education Services Redesign

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- Children's Wellbeing & Schools Bill
- Education White Paper (inc. SEND Reforms)
- Local Government Reorganisation
- Area Ofsted/CQC Inspection_Inclusion for All improvement programme
- **Review and Redesign of Education Services in Cambridgeshire**

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Area Ofsted/CQC Inspection_Inclusion for All improvement programme

Inclusion for All Programme overview

Inclusion for All is the approach to improving the lived experience for children and young people in Cambridgeshire meeting our Corporate Ambition to **enable all children to thrive**.

To achieve this, we have identified 6 key work strands

INCLUSIVE SERVICES

We will promote inclusion so that all children, young people and their families receives services at the right level and at the right time enabling them to thrive with positive lifelong outcomes for all

INCLUSIVE PRACTICE

We will develop and embed inclusive practices across the system by ensuring effective, graduated responses, high-quality statutory processes and a consistent, strengths-based approach to supporting children and young people with SEND

INCLUSIVE PLACES

We will ensure most children can access education in their local, mainstream school or setting and provide specialist support to those children that need it

INCLUSIVE PARTNERSHIPS

We will strengthen leadership, governance, and operational collaboration across the children's health and education local system, ensuring children and young people receive the right support at the right time

INCLUSIVE PEOPLE

We will build a stable, skilled, and inclusive workforce across education and SEND services

INCLUSIVE VOICES

We will embed genuine co-production with children, young people, and their families so that their voices, experiences, and aspirations shape the design, delivery, and review of services and support across the system

5 Areas for Improvement

[Link to Inspection Report](#)

Areas for improvement		Lead work strand
1	<p>The local area partnership should work together to improve the timeliness and quality of the statutory EHC plan processes so that children and young people with SEND get the right support at the right time. This should include a particular focus on:</p> <ul style="list-style-type: none"> ■ improving the timeliness of EHC plan needs assessments and annual reviews ■ improving the quality of EHC plans ■ amending EHC plans appropriately after annual review. 	Inclusive Practice
2	<p>The local area partnership should improve access to, and reduce waiting times for, specialist mental health pathways and neurodevelopmental assessments. Leaders should ensure that children and young people and their families consistently receive effective communication and support while waiting for neurodevelopmental assessments.</p>	Inclusive Partnerships
3	<p>The local area partnership should develop better opportunities for co-production with children and young people with SEND, so their voices and views are more fully included in the design of support and services.</p>	Inclusive Voices
4	<p>The local area partnership should improve the support for children and young people with SEND as they prepare for adulthood, especially in mainstream schools.</p>	Inclusive Practice
5	<p>The local area partnership should improve how it communicates its offer, so schools, services and families know about and understand what the area seeks to provide. This will mean those who work most closely with children and young people with SEND will be better able to help them access the support available.</p>	Inclusive Voices



Policy paper

Every child achieving and thriving

Reforms to the schools and SEND systems in England to ensure that every child can achieve and thrive.

SEND Reform: Putting Children and Young People First

Government Consultation

Education White Paper: SEND reforms summary

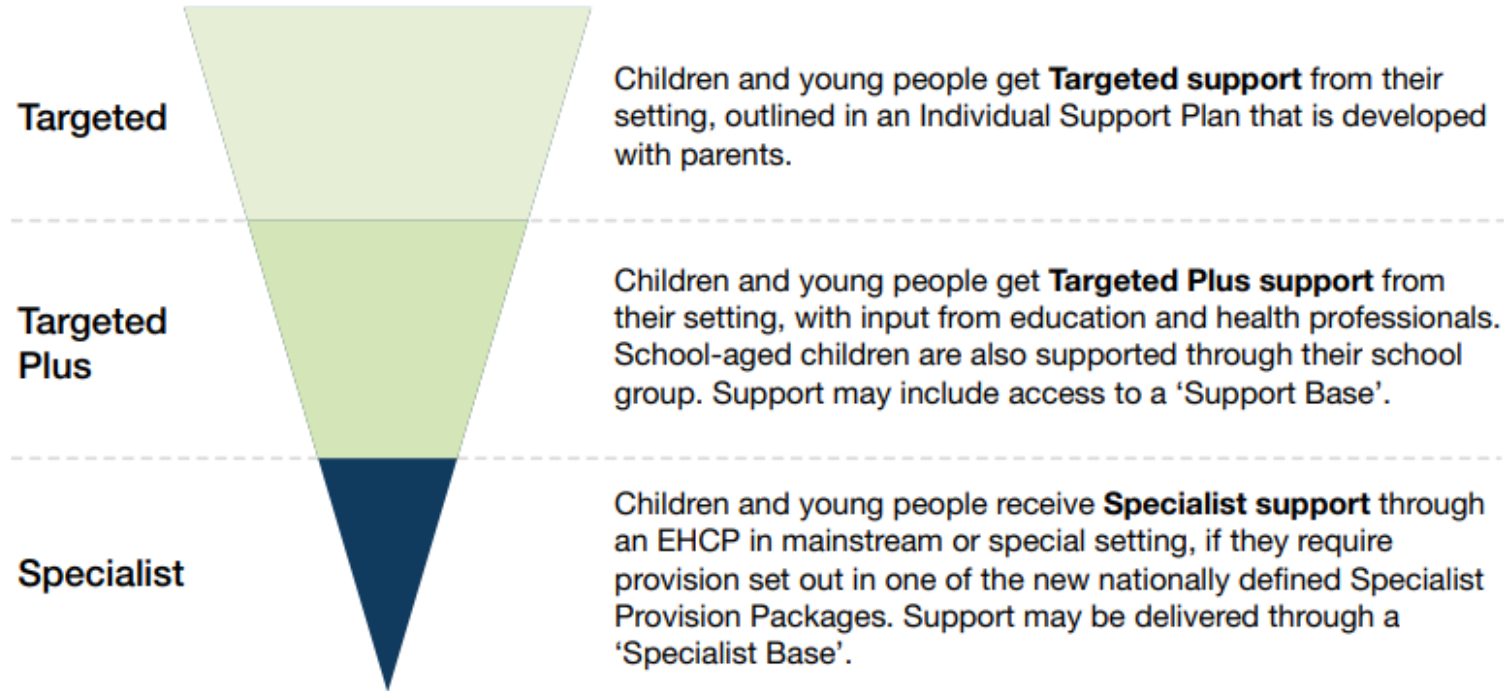
Our Reform Principles

- 1. Early.** Children and families should receive the support they need as soon as possible, with a quick response to changing needs. This will start to break the cycle of needs going unmet and getting worse. Instead, we will intervene swiftly and proactively, focusing on providing support earlier in children's lives when this can have the greatest impact.
- 2. Local.** Children and young people with SEND should be able to learn at an education setting close to their home, alongside their peers, rather than travelling long distances from their family and community. Specialist settings should continue to play a vital role supporting those with the most complex needs.
- 3. Fair.** Every education setting should be resourced and able to meet common and predictable needs, including as they change over time, without parents having to fight to get support for their children. Where specialist provision is needed for children and young people, we will ensure it is there, whether that be a mainstream, specialist or Alternative Provision setting, with clear legal requirements and safeguards for children and parents.
- 4. Effective.** Reforms should be grounded in evidence, ensuring all education settings know where to go to find effective practice that has excellent long-term outcomes for children and young people.
- 5. Shared.** Education, health and care services should work in partnership with one another, Best Start Family Hubs, local government, families, teachers, educators, experts, the voluntary sector and representative bodies to deliver better experiences and outcomes for all our children and young people. The voices of children should be at the heart of decision making.

- The long awaited national SEND reforms were set out by government on February 23rd and signals the start of a two part consultation
- The first part will focus on principles and key features of the proposed changes **(ending 18th May)**
- The second part will focus on detailed changes to current legislation, guidance and the SEND code of practice
- Parliamentary process and phasing of implementation means that the changes are likely to be over a time period of multiple years – the government say this is a decade long reform

Education White Paper: SEND reforms summary

Figure 4: Layers of Support



The government consultation sets out the following key messages that are particularly relevant for schools:

- strengthen the law to ensure evidence-based support for children and young people is provided early in mainstream settings so they can stay in education, achieve and thrive alongside their peers;
- integrate support across health, care, and family services, ensuring children's needs are identified and addressed as soon as they emerge; and
- increase upfront investment so support is readily available for classes and communities of children, rather than locked behind lengthy and bureaucratic individual assessment processes

Education White Paper: SEND reforms summary

Individual Support Plans (ISPs)

- Settings will have a statutory duty to record and monitor special educational needs and provision in an Individual Support Plan (ISP) for children and young people with SEND.
- ISPs will be digital documents that evolve as a child's needs change.
- ISPs will be tailored in line with the layers of support, with guidance provided to help settings ensure they are high-quality.

The government consultation sets out a focus on mainstream inclusion and we need to look at the detail in the coming weeks and months to ensure we are aware of the implications of the summary messages, for eg:

- Will invest £1.6 billion to make the mainstream system more inclusive. We will ensure settings spend this money to improve their inclusion offer, and will place conditions on this funding so that they do so
- We will invest £1.8 billion to create a new national offer called 'Experts at Hand', wrapping professionals such as educational psychologists, speech and language therapists, and occupational therapists around mainstream settings.
- This will be supported by £200 million to build capacity, including for LA SEND services, to help deliver this reform

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Review and Redesign of Education Services in Cambridgeshire

Education Services Redesign : Key Facts & Features for redesign

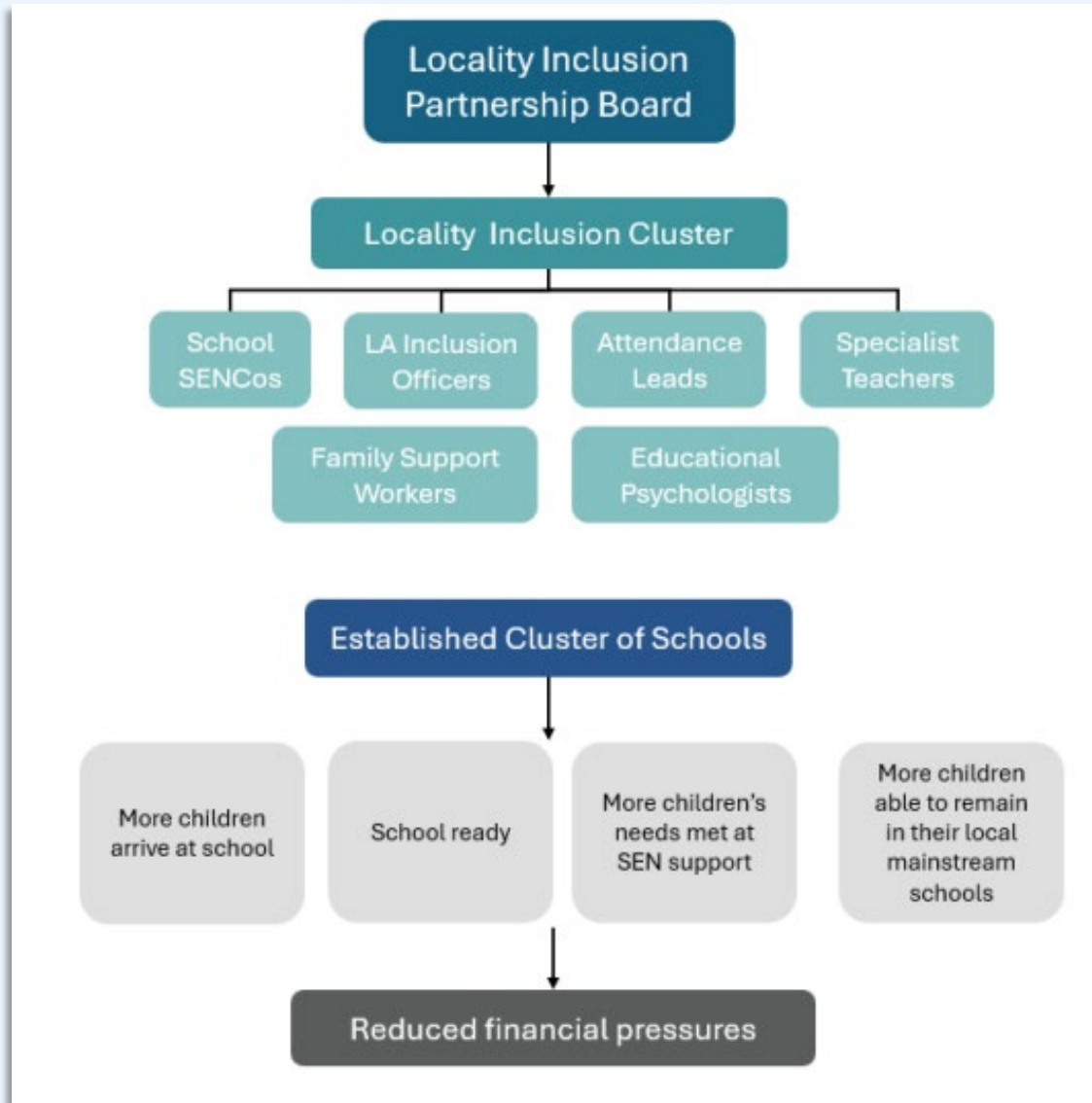
- Education Service has c.290 staff and has responsibility for universal, targeted and specialist services across mainstream schools (maintained and academies), alternative provision and specialist schools
- **Direct responsibility for c.8000 C&YP with an EHCP and indirect responsibilities for c.12,000 C&YP at SEN Support**
- School improvement responsibilities for maintained schools 121 total (111 primary, 3 special, 7 nursery schools)
- **School Admissions responsibilities for c.92,000 children and young people**
- Responsible for home to school travel for c.12,000 children and young people
- **Focussed the new Service on a ‘team around the school’ and ‘team around the family’ model with the majority of operational delivery via four locality ‘hubs’ and aligned to existing school clusters and with ability to transition to a potential post LGR model**

Education Services Redesign : Key Facts & Features for redesign

- Focus on local co-ordination and delivery of services through a 'team around the school' and 'team around family/child and young person' – with delivery on a foot-print of four localities which can then be re-purposed post LGR
- Creating Locality Cluster forums to directly link our services to existing grouping of schools
- Increase in casework capacity
- Focus on EHCP performance improvement
- Join up between professionals supporting whole school improvement alongside cohorts/individual children and young people
- Earlier and more effective support with an emphasis on SEN Support not on EHCPs
- Professional leads for countywide consistency + local delivery

Education Services Redesign

Key Facts & Features for redesign



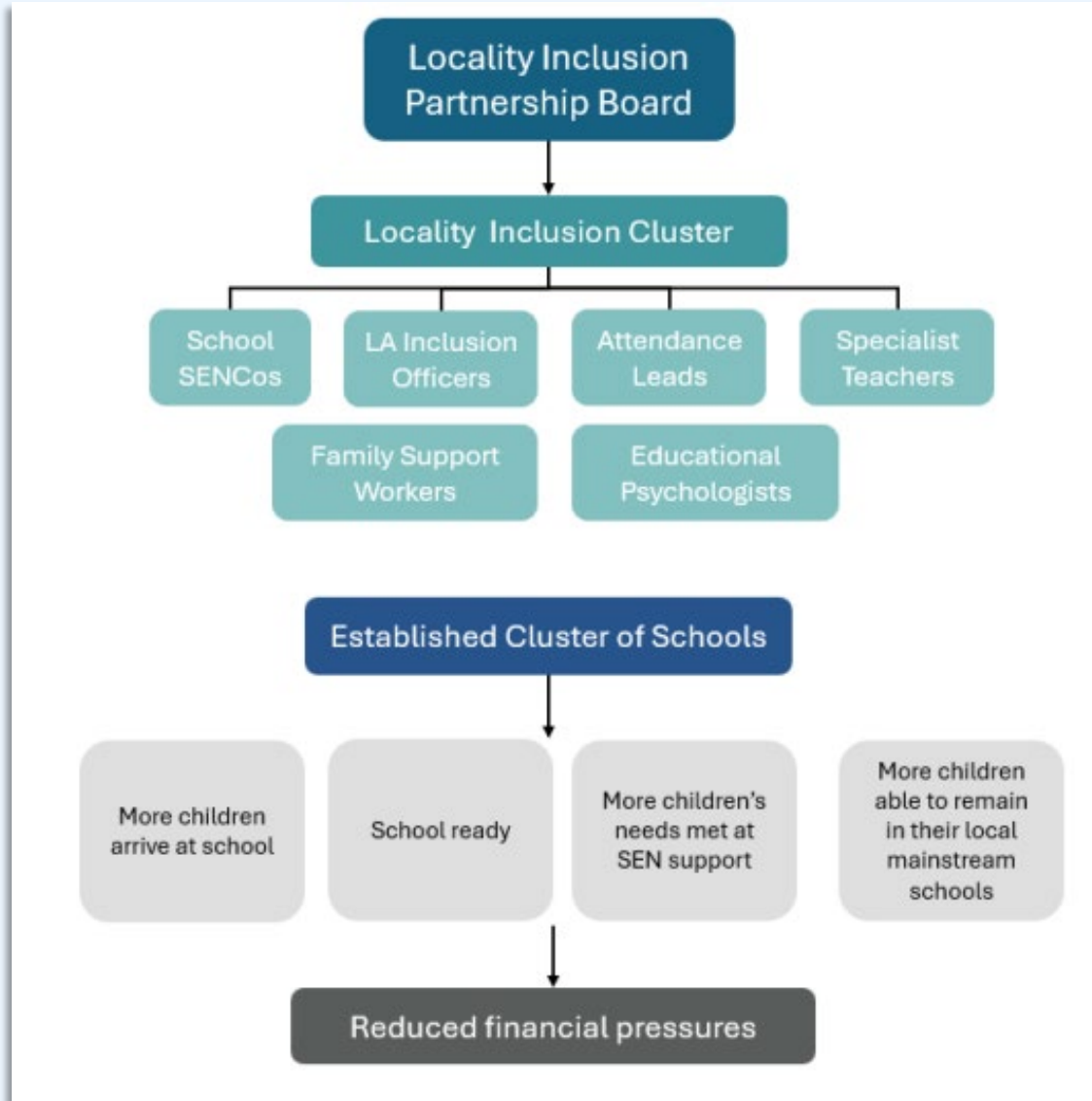
What difference this will make for children and young people

By joining up services around schools and early years settings, Locality Inclusion Clusters will:

- **Help more children arrive at school ready to learn, through early identification and support in the early years.**
- Improve attendance and engagement, through earlier help for social, emotional, and mental health needs.
- **Ensure more children's needs are met at SEN Support, reducing the escalation to EHCPs.**
- Enable more children to remain in their local mainstream school, close to family and community networks. This means that children receive the right help, in the right place, at the right time.

Education Services Redesign

Key Facts & Features for redesign



What are the benefits for the local authority:

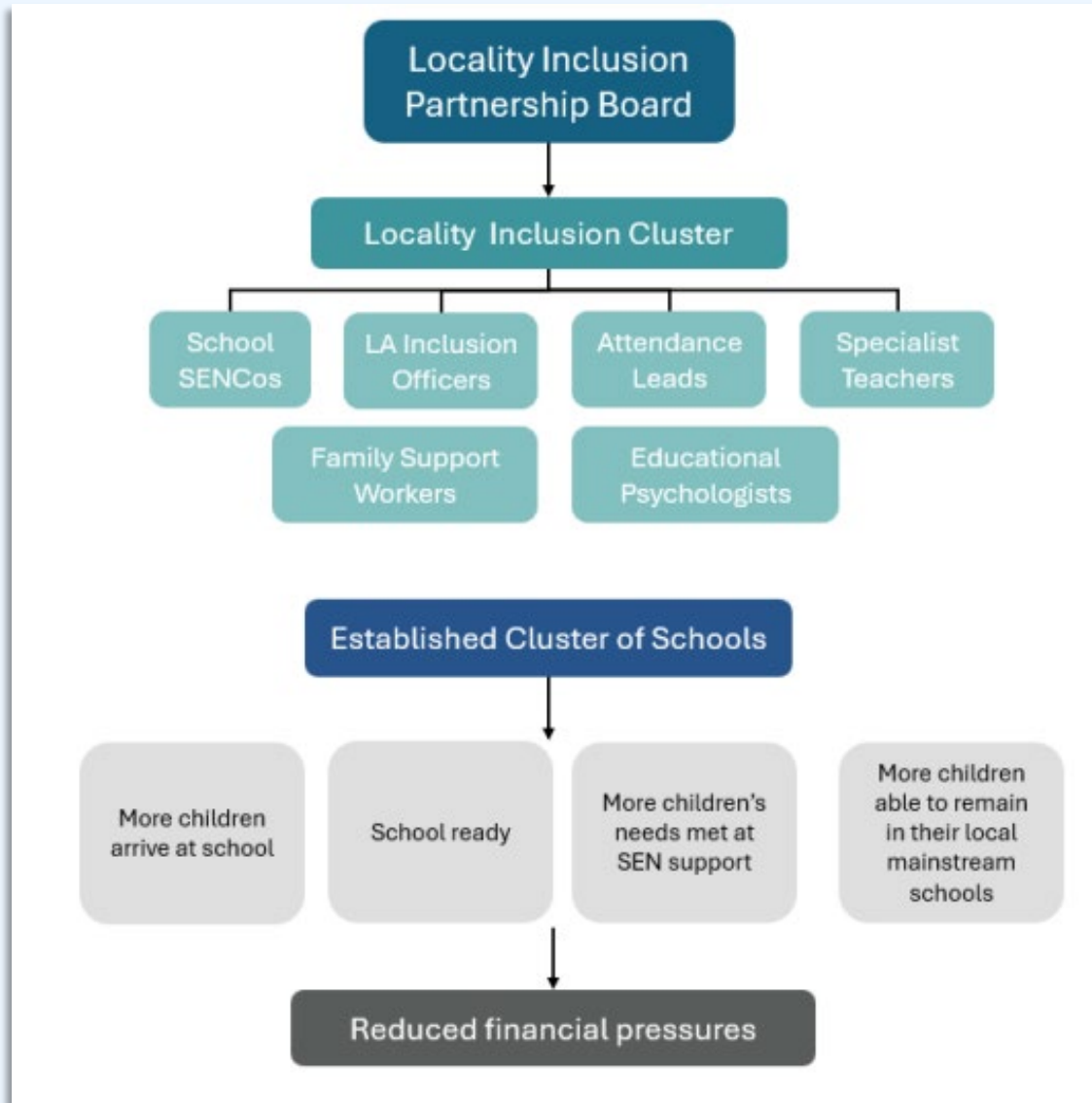
A more inclusive, preventative system will not only improve outcomes for children — it will also make the SEND system more financially sustainable by:

- Reducing reliance on high-cost independent and out-of-area placements, as local schools are better equipped to meet a wider range of needs.
- **Lowering home-to-school transport costs, as more children can attend their local schools.**
- Reducing the number of EHCPs required, as more support is delivered effectively through the graduated approach and SEN Support.

Over time, this creates a virtuous circle — improving outcomes, strengthening local inclusion, and restoring financial balance in the high-needs system.

Education Services Redesign

Key Facts & Features for redesign



Why this is better for schools and settings

For schools and early years providers, Locality Inclusion Clusters offer a clear, single point of access to joined-up support.

Instead of navigating multiple agencies and referral routes, schools can access multi-disciplinary expertise through their local cluster — including specialist teaching, educational psychology, family support, and health input. This will:

- Build confidence and capacity in schools to meet diverse needs.
- Provide earlier access to specialist advice and support.
- Foster a culture of shared ownership and collective problem-solving, rather than case-by case escalation.



Cambridgeshire Online | SEND Information Hub (Local Offer)

