

Lincolnshire's Local Area SEND and AP Improvement Plan

Our SEND and AP Improvement Programme aligns with the Lincolnshire Inclusion Strategy [Lincolnshire Inclusion Strategy and Lincolnshire's SEND and Alternative Provision Inclusion Plan – Lincolnshire's Inclusion Strategy - Lincolnshire County Council](#) offering a comprehensive overview of current activities aimed at enhancing SEND provision and services across the local area. The actions outlined have been specifically selected following the SEND and AP local area inspection (completed between 10th to 14th February 2025), to improve outcomes for children and young people with SEND, ensuring they have the best possible experiences and opportunities to prepare them for their future.

Governance

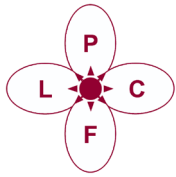
The **CYP Integrated Governance** structure is designed to ensure effective collaboration and decision-making across various health and social care organisations in Lincolnshire. The governance framework includes several key groups and committees, each with specific roles and responsibilities:

Executive oversight and progress of the improvement plan will be managed through the **CYP Integrated Transformation Board (CYP ITB)** and the **Joint Commissioning Oversight Group (JCOG)**.

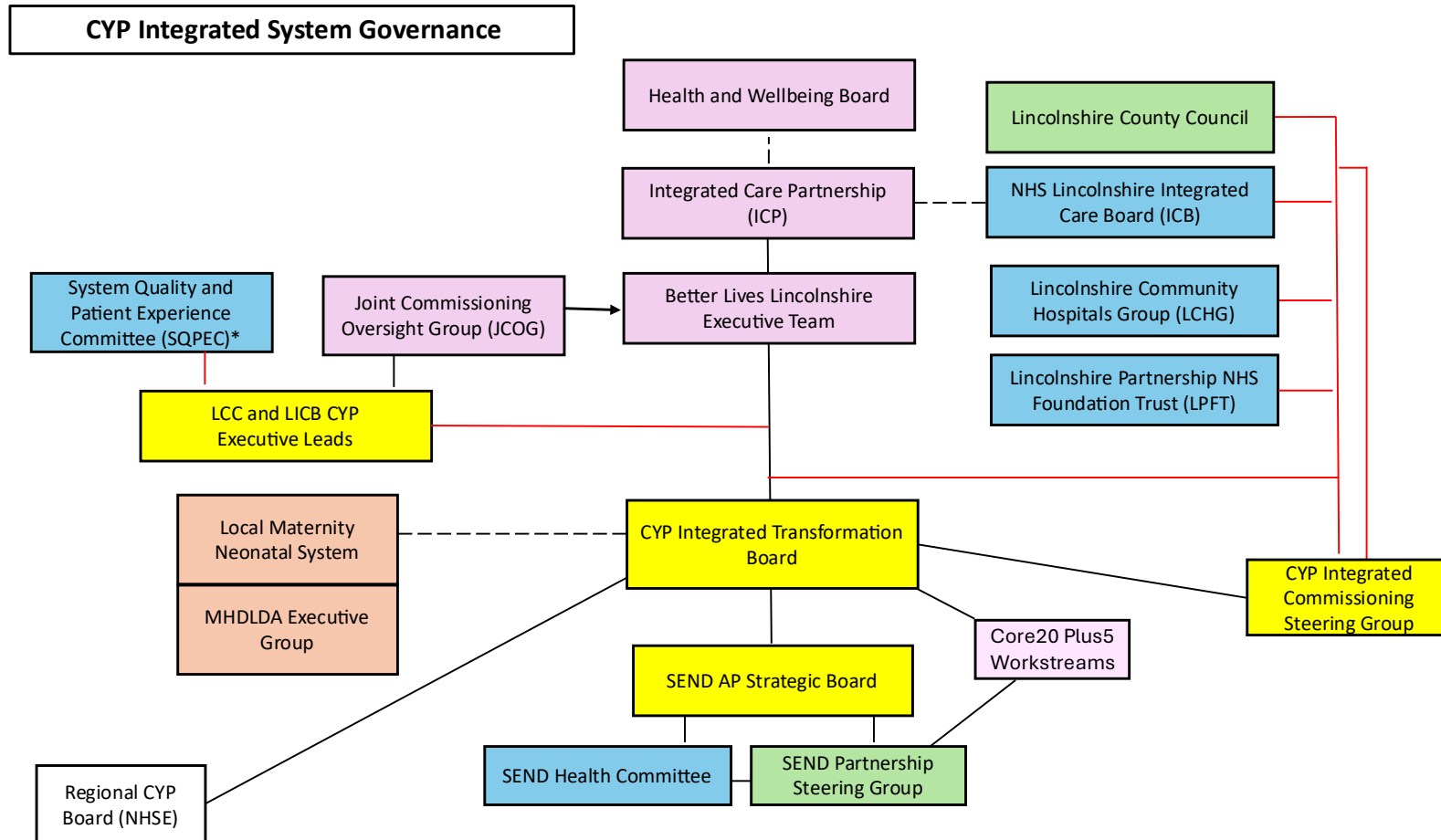
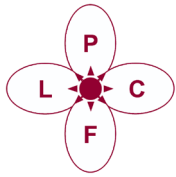
Improvement works will be executed through priority workstreams and subgroups, which include representatives from education, health, and care sectors. These workstreams and subgroups will provide progress updates directly to the **SEND Partnership Steering Group** and the **SEND Health Committee** which will report directly to the **SEND AP Strategic Board** on a bi-monthly reporting cycle, ensuring that progress is consistently reviewed, and any necessary adjustments are made in a timely manner.

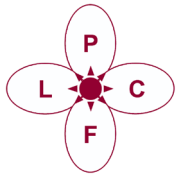
The roles of key accountable officers and partners are defined in our SEND Improvement Programme, making it clear who is responsible for ensuring the delivery of different aspects of the strategy and improvement plan.

While key individuals lead specific areas of development, responsibility and accountability for the progress of improvement works is shared across education, health, and social care colleagues, who collectively hold equal responsibility for improvements and actively participate in their delivery.



Multiagency collaboration, meaningful engagement, and coproduction are central to our development efforts, directly informing decision-making and shaping service improvements. By working closely with the Lincolnshire Parent Carer Forum (LPCF), Lincolnshire Young Voices (LYV), school leaders, healthcare professionals, and colleagues, we ensure our initiatives are inclusive and truly reflect the needs and aspirations of our communities. This partnership involvement is a key component of our governance, making our initiatives more effective, impactful, and sustainable."





Version Control

Version Number	Date	Comments
V1	20/05/2025	Initial draft for comments
V2	22/05/2025	General comments
V3	26/05/2025	General comments
V4	27/05/2025	ICB comments added
V5	29/05/2025	General Comments and governance update
V6	29/05/2025	Governance and communication section updates

Inclusion Strategy Priorities

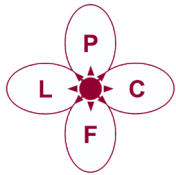
Priority 1: High Quality Early Intervention

Priority 2: Inclusion and Removing Exclusion in Schools

Priority 3: Preparedness for Adulthoodv2

Priority 4: Positive Experiences

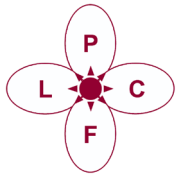
Priority 5: Enhancing the Range and Quality of Provision



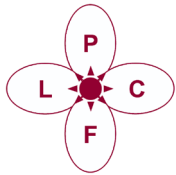
Status

Blue	Action complete and impactful
Green	Action complete, impact not yet felt
Amber	Action in progress, on track
Red	Action in progress, off track
Grey	Action not yet started

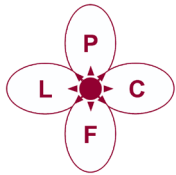
Area for Improvement: The Partnership should continue to strengthen the quality of EHC plans. This includes improving the planned outcomes for children and young people through aspirational targets						
Supports Inclusion Strategy Priority 2 and 4						
1. To have improved ‘measurable’ quality assurance arrangements in place that supports and strengthens the quality of EHC plans that are aspirational and fully valued by all agencies and better drive the provision offered by practitioners across education, health and care.”						
What we want to achieve	Outcome(s)	Strategic Lead	Specific Actions	Start Date	Proposed completion	Status
A robust quality assurance framework that lifts the quality of EHCPs to a consistently high standard with plans that have high aspirations and	1. EHCPs are valued by families and schools as a tool to support progress for children and young people.	Head of Service SEND	Strengthen and embed the EHCP multi-agency audit team.	September 2024	September 2025	Started and on track/ no concerns
			Develop a multi-agency QA group to set and oversee the expectations for the quality of EHCP's, inclusive of LPCF as a critical friend.	March 2025	September 2025	Started and on track/ no concerns



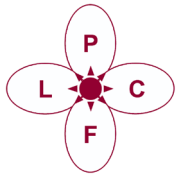
captures the voice of CYP.	2. Children's voices are meaningfully used in EHC assessments and plans. 3. Education Health and Care (EHC) plans accurately outline a child's health and social care needs and provision, in order that appropriate and timely provision is put in place for the child.		Implement a robust training cycle across the partnership for all key contributors, inclusive of representation from health, social care and education.	Termly from February 2025	To be reviewed annually and delivered on a rolling basis	Started and on track/ no concerns
			Enhance the quality and depth of contributions from health and social care partners so that plans have a balanced representation of needs.	May 2025	May 2026	Started and on track/ no concerns
			A comprehensive checklist and guidance document will be created and implemented for both new EHC assessments and annual reviews, outlining the essential elements that must be included in all EHC Plans across various sectors.	April 2025	January 2026	Started and on track/ no concerns
			Develop an EHCP quality assurance dashboard so that performance can be to be monitored.	September 2025	March 2026	Not started yet
			Develop as part of the quality assurance and authorisation process a system for highlighting information contributing to an EHC	April 2025	September 2025	Started and on track/ no concerns



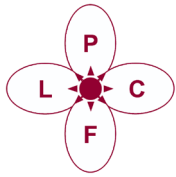
			assessment and/or plan is over 12 months old. Additionally, to establish an agreed escalation process with partners so that any outdated information can be updated, guaranteeing that the reports informing an EHCP contain accurate and current information.			
			Review the current EHCP template, to ensure it supports user accessibility and quality standards.	December 2024	May 2025	Action complete, impact not yet felt
			Develop an independent role and project for young people (through LYV) within the quality assurance process to ensure the voice of the young person is heard.	July 2025	September 2026	Not started yet
			Codevelop a workstream across the LYV community with committee members/ special schools' community/ students and professionals to understand how the Voice of the Child can be embedded throughout the EHC process	April 2025	December 2026	Started and on track/ no concerns



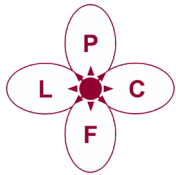
			Revise and enhance the EHC annual review guidance to ensure a strong emphasis on preparing for adulthood. This should encompass clear objectives and strategies designed to equip children and young people for their transition into adulthood, with particular attention to areas such as employment, independent living, and community engagement	September 2025	September 2026	Not started yet
			Share learning from audits with key stakeholders quarterly and implement findings to support continuous cycle of developments to ensure ongoing consistently high standard of EHC plans.	October 2025 January 2026 April 2026 July 2026	October 2025 January 2026 April 2026 July 2026 (ongoing)	Started and on track/ no concerns



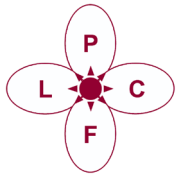
Area for improvement						
The partnership should strengthen the effectiveness of its communication with stakeholders						
Supports Inclusion Strategy Priority 1, 2, 3 and 4						
2. To enhance communication lines with all stakeholders, ensuring clarity, constructive dialogue, and effective engagement in the delivery of services.						
What we want to achieve	Outcome(s)	Strategic Lead	Specific Actions	Start Date	Proposed completion	Status
A strong cross cutting partnership where all stakeholders are fully informed and knowledgeable about systems, processes and provision available to support children and young people with SEND.	1. Increased trust and confidence across partners. 2. Better decision making and improved outcomes for children and young people.	Head of Service – SEND And SEND Programme Manager	Review and evaluate current established mechanisms for communicating with partners across the sector to understand what is working effectively and what is not.	September 2025	March 2026	Not started yet
A user-friendly local offer platform that facilitates easy navigation and delivers precise, up-to-date information on	Clear and accessible information, advice and support for young people and families about community		Review current Local Offer, with specific regard to ease of navigation and accessibility. Establish quality baseline by: 1. LO Working Group to complete a comparative	March 2025	January 2027	Started and on track/ no concerns



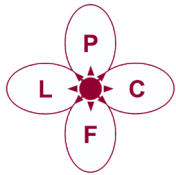
available services and resources.	resources and preparing for adulthood.		<p>exercise by reviewing other partnerships Local Offers deemed high quality in Local Area Inspection Reports to better understand areas for development locally.</p> <p>2. Develop and establish a role for CYP (young inspectors) to complete an independent review of LO accessibility and quality of information.</p> <p>3. Develop and roll out a series of Local Offer familiarisation workshops.</p> <p>4. Review findings, along with insights from LPCF and LYV, to support developments to continue to co-produce, inform and shape a strengthened Local Offer.</p>			
Clear and timely communication that is accessible to all.	Reduced complaints about limited communications.	Head of Service SEND	Establish clear expectations and timelines across the SEND Teams for communicating with stakeholders/partners.	March 2025	December 2025	Started and on track/ no concerns



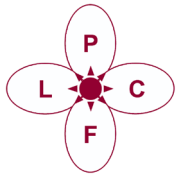
<p>LPCF Information and insights gathered through the Lincolnshire Parent Carer Forum (LPCF) will inform and support decisions, providing stakeholders with independent feedback and updates on how services and developments are affecting the lived experiences of parents of children with SEND and their families.</p>	<p>Foster enhanced communication with partners to ensure that all voices are heard, and collaborative efforts lead to meaningful improvements.</p>	LPCF Chair	<p>LPCF will explore the development of a dynamic live survey model to capture real-time feedback from a broader parent community, ensuring a continuous and diverse flow of insight to inform and shape the Local Offer.</p>	July 2025	September 2026	Not started yet
	<p>LPCF serves as an independent, trusted critical friend—offering constructive challenge, amplifying parent voices, and fostering collaborative partnerships that lead to meaningful improvements in local services.</p>		<p>LPCF will continue to use their independent source of evidence from its biennial Survey to provide valuable insight that local partners have listened to and acted upon since 2018.</p>	BAU	BAU	Action complete and impactful



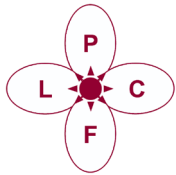
<p>LYV information and insights gathered through Lincolnshire Young Voices (LYV) will inform and support decisions, providing stakeholders with independent feedback and updates on how services and developments are affecting the lived experiences of children and young people (CYP).</p>	<p>Foster enhanced communication with partners to ensure that all voices are heard, and collaborative efforts lead to meaningful improvements.</p>	<p>LYV Chair with support from SEND Programme Manager and DCO</p>	Develop Resources and guidance to support professionals to capture the Voice of the Child.	July 2025	April 2026	Not started yet
			LYV to Co-design a section on the Local Offer with a targeted clear explanation and provide advice and guidance.	April 2025	December 2025	Started and on track/ no concerns
			LYV to support the promotion of the EHC Hub across professionals and families to enable young people to be supported to access it.	April 2025	December 2026	Started and on track/ no concerns



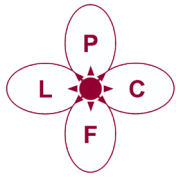
Area for improvement						
The partnership must continue to take action to reduce waiting times across neurodevelopmental pathways and speech therapy. In the intervening waiting period, the partnership must continue to mitigate the impact for children and young people.						
Supports Inclusion Strategy Priority 1 and 2						
3. To reduce waiting times across neurodevelopmental pathways and speech and language therapy to support the early identification of improve identification and support at the right time for children and young people with SEND						
What we want to achieve	Outcome	Strategic Lead	Specific Actions	Start Date	Proposed completion	Status
A specialist Speech and Language Therapy (SLT) service delivery model that is sustainable withing available resources and accessible by CYP and their families when needed.	CYP and their families will be able to access specialist Speech, Language and Communication Needs (SLCN) support and advice within 18 weeks of a referral.	Managing Director for Planned Care	CYP SLT is an initial priority for LCHG internal Sustainability Framework review from diagnostic phase through to action plan to ensure optimum use of resources to manage increasing demand and fragility.	April 2025	April 2026	Started and on track/ no concerns
A collaborative cross-organisational approach to supporting the SLCN of CYP at universal,	1.CYP and their families will be able to access universally available,	Managing Director for Planned Care	Work with system partners including public health, local authority children's services, family hubs, schools and early years to develop new ways of	April 2025	April 2026	Started and on track/ no concerns



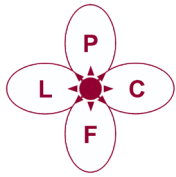
targeted and specialist levels	<p>meaningful and useful SLCN support as needed.</p> <p>2.CYP with identified SLCN will be able to access targeted support, informed by SLT and delivered through cross organisational collaboration.</p>		<p>working, ensuring opportunities are maximised for CYP to access universal, targeted and specialist SLCN support including the embedding of a digital platform (ISLA) that enables parents and schools to upload videos of CYP to support SLT triage and access to advice.</p>			
Maximise capacity for ADOS (Autism Diagnostic Observation Schedule)/Autism pathway support in LCHS within funded capacity.	An increase in ADOS capacity within the system.	Managing Director for Planned Care	Recruit to full 2wte capacity for ADOS assessment/Autism pathway support within LCHS. Either all SLT or a combination of SLT and OT.	June 2025	January 2026	Started and on track/ no concerns
Commissioning of new multi-disciplinary neurodevelopmental pathway for children	1.An increase in neurodevelopment diagnostic capacity across the Lincolnshire system.	Programme Director Mental Health, Learning	Autism Socialise the completed business case across stakeholder/partners.	March 2025	March 2026	Started and on track/ no concerns



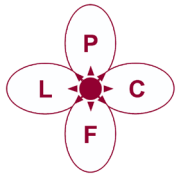
and young people in Lincolnshire.	2.Clear offer of post diagnostic support for children & young people, their families and carers. 3.Reduced waiting times and Reduced complaints about waiting times.	Disabilities and Autism	Prioritisation and approval of the above business case through 2026/27 operational planning process across the system.	March 2026	March 2027	Not started yet
			Planned mobilisation of the service 2026/2027.	April 2026	March 2027	Not started yet
			Continue to fund additional capacity from LPFT and extending 1 fixed term 0.8 post due to end in September to February 2026.	March 2025	February 2026	Started and on track/ no concerns
			ADHD Initiate the accreditation process for independent sector providers to offer additional capacity and choices for the 16+ cohort in Lincolnshire who are currently facing challenges accessing NHS services.	June 2025	September 2025	Started and on track/ no concerns
			Partner with Health Innovation East Midland (HIEM) to pilot digital triaging, pre-assessment, and a digital education and	May 2025	November 2025	Started and on track/ no concerns



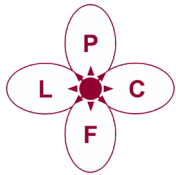
			training program for individuals awaiting a diagnosis.			
			Tics and Tourette's Investigate opportunities of establishing a partnership with the University of Nottingham and NIHR to become one of the early adopter sites for ORBIT.	April 2025	November 2025	Started and on track/ no concerns
To continue to mitigate any possible impact on children and young people by addressing the challenges posed by waitlists for those CYP with neurodevelopmental and SLCN's, ensuring that interim support is provided effectively.	Increased parental confidence	Managing Director for Planned Care / Head of Service SEND /	Integrate insights from the first phase of PINS to inform developments and monitor the implementation to ensure it meets the needs of children awaiting assessment.	November 2024	March 2026	Started and on track/ no concerns
	Reduced Frustration	Head of Service SEND /	Continue to utilise the ECLIPSE Extended Communication and Language Impairment Provision for Students) Teams expertise to provide resource and support to schools for those children with SLCN	BAU	BAU	Action complete and impactful
	Proactive support	Programme Director Mental Health, Learning Disabilities and Autism	Continued support from the family hubs programme speech and language support pilot as part of a key focus on the			



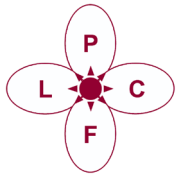
			importance of the first 1,001 days in a child's life.			
			The Working Together Team, a National Autistic Society Beacon Status Accredited Service, to continue to provide support for children with autism and or social communication differences by working collaboratively with families and professionals; implementing tailored interventions, coordinating with educational institutions, and performing reviews to assess progress and effectiveness of interventions.	BAU	BAU	Action complete and impactful



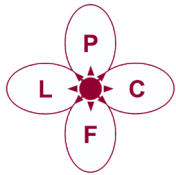
Area for improvement						
The partnership should continue to support and challenge schools in the early identification of children's and young people's needs. They should further collaborate with school leaders to support and challenge schools to provide early intervention to reduce suspensions and permanent exclusions of children and young people with SEND in the local area.						
Supports Inclusion Strategy Priority 1, 2, 4 and 5						
4. To identify need early so that the right support can be put in at the right time to support the reduction of suspension and exclusions for children and young people.						
What we want to achieve	Outcome	Strategic Lead	Specific Actions	Start Date	Proposed completion	Status
1. A strong Graduated Approach to support. Identifying and meeting children's needs early within inclusive school cultures.	Effective inclusive practice within Lincolnshire's mainstream schools to meet the additional needs of the majority of cyp	Head of Service Inclusion	Review and update Lincolnshire's Ladder of Behavioural Intervention via a multi-agency working group to enhance whole school approaches and effective and robust early intervention and its application in schools.	May 2024	August 2025	Action in progress, on track
2.The needs of children and young people with additional needs, whether they have an Education, Health, and Care (EHC) plan or not, are identified early,	and increase confidence in school's ability to do this.	Head of Service Inclusion	Complete the Behaviour Support Reviews, commissioned from Positive Regard, and offered to all secondary schools.	September 2024	September 2025	Action in progress, on track
	Mainstream schools now effectively meet the needs of more	Head of Service Inclusion	Review the completion of the Behaviour Support Review work and apply the findings and outcomes to inform sector led	September 2025	August 2026	Action not yet started



<p>met effectively, and monitored continually.</p> <p>3. An adept and well-informed workforce that is equipped to confidently support a diverse and growing number of pupils with SEND.</p>	<p>children and young people through universal and targeted early interventions, reducing exclusions, EHCNA requests, and moves to specialist provision.</p>		support and developments across the schools.			
		Head of Service Inclusion	Establish and embed new team of Inclusion Quality and Effectiveness Advisors, with a focus on support, advice, guidance and supportive challenge for mainstream school leaders in implementing and embedding robust and meaningful inclusive practice and ethos throughout their school settings.	April 2025	April 2027	Action in progress, on track
		Head of Service Inclusion	Deliver Phase 2 of Lincolnshire's Building Communities of Specialist Provision Strategy with the introduction of mainstream Alternative Provision (AP) Hubs and SEND Hubs.	October 2024	August 2026	Action in progress, on track
		Head of Service SEND	Implement phase 3 of Lincolnshire's Building Communities of Specialist Provision Strategy, incorporating the successes of phase 2.	July 2025	August 2028	Action not yet started



		Head of Service Inclusion	Develop and establish SEND and AP Hubs throughout the county, guided by local data intelligence.			
		Head of Service Inclusion	Complete final phase of Lincolnshire's AP Review and apply the findings and outcomes to inform next steps and sector lead support and developments across the schools.	September 2024	September 2025	Action in progress, on track
		Head of Service SEND	Develop, establish and implement a new 'Learner of Focus' process to proactively provide support and guidance to schools for pupils with EHCP's who have been identified as being high risk to a PEX.	November 2024	September 2025	Action in progress, on track
		SEND Programme Manager/ Head of Service Inclusion	Enhance the Workforce Development Platform by introducing eight new modules each year to bolster its positive impact. These modules, which address belonging, neurodiversity, trauma-informed practice, restorative practice, behaviour as communication, de-	March 2025	August 2026	Action in progress, on track



			escalation, speech and language as behaviour, and environmental influences, will be developed in partnership with experts from the education, health, and care sectors.			
		Head of Service Inclusion	Deliver the Inclusion Project, led by ECLIPS. Linked with Virtual School for additional specific focus on CP and CiN cohorts at risk of exclusion. Working with small cohorts of pupils at risk of exclusion, providing training for the setting, baseline assessments, intervention alongside key staff member, ongoing monitoring and assessment and a final report with recommendations and next steps. Evaluate for impact and to inform further possible expansion or development.	January 2025	August 2026	Action in progress, on track