Journey to an Inclusive Norfolk

- **Norfolk Area SEND & AP Strategy**
- **Local First Inclusion Plan**
- **SEND Reforms**
- **Focus on *Experts at Hand***

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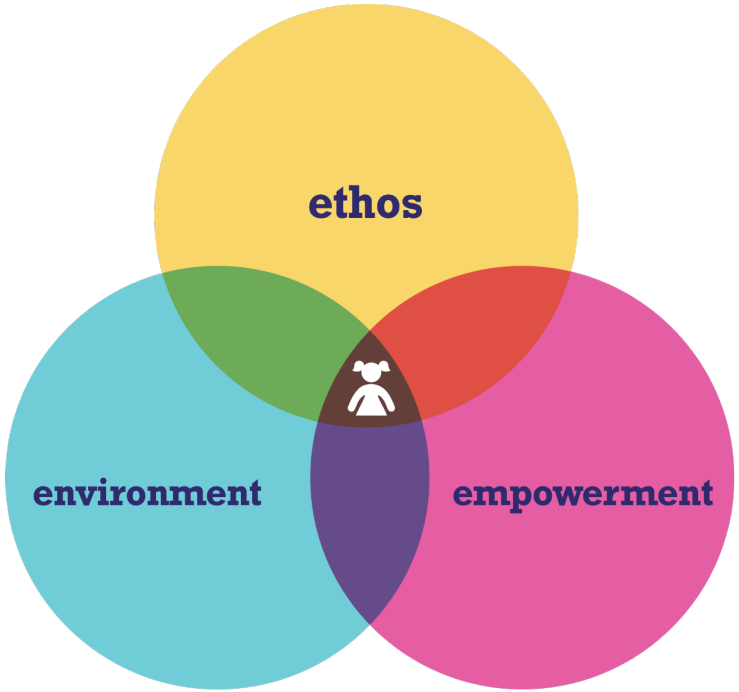
Inclusion

Ensuring that all children and young people, regardless of their needs, backgrounds or circumstances, can **participate, belong**, **feel safe** and **achieve** within their **local community**.

Pupils who feel a strong sense of belonging at school are more likely to attend regularly, engage in learning and achieve positive outcomes.
New research shows school belonging is key to attendance, achievement and wellbeing | Whole School SEND

Belonging
↓
Inclusive Culture and Environment
↓
High-Quality Teaching
↓
Targeted Support
↓
Specialist Expertise
↓
Positive Outcomes



everywhere, every day

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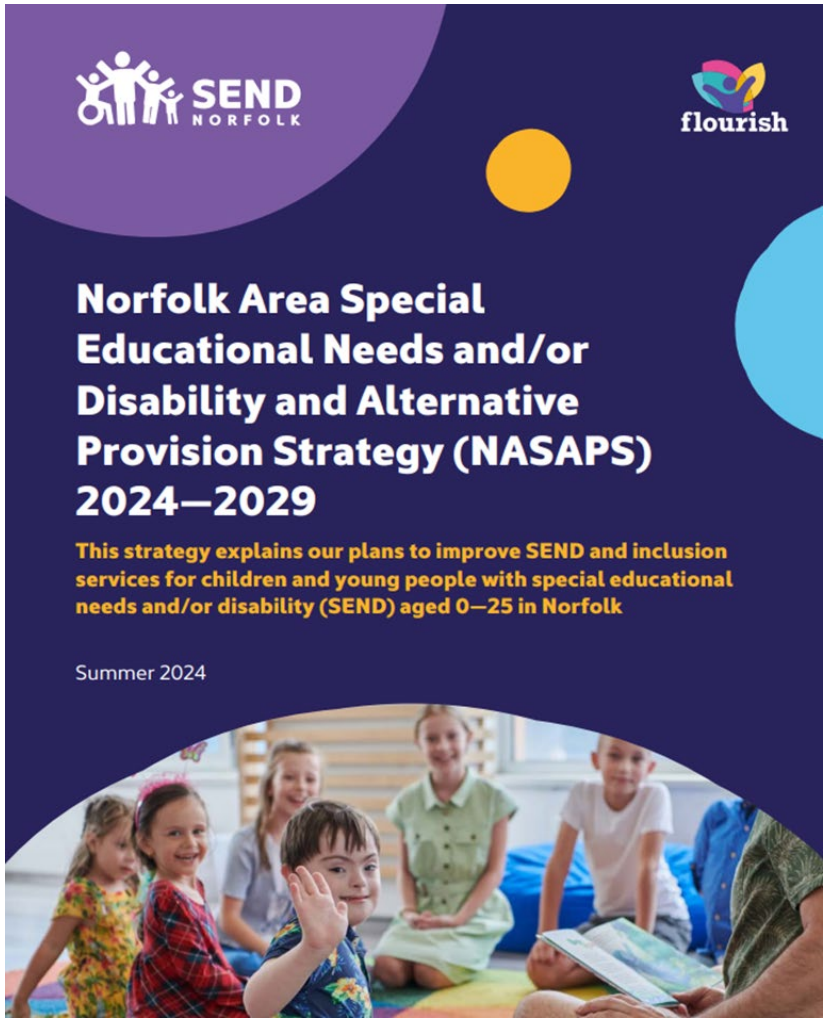

Norfolk Area SEND & AP Strategy (NASAPS)

[Norfolk Area SEND and Alternative Provision Strategy (NASAPS) - Norfolk County Council]

Norfolk Area SEND and Alternative Provision Strategy (NASAPS)
Local Area Inclusion Plan

Action plan

There is an action plan for each of the five themes.

My learning and development
Our actions will focus on develcping inclusive provision through listening to the voices of children and young people with SEND and understanding their experiences.

My changes and new beginnings
Our actions will focus on supporting children and young people with SEND and their families through involving them in planning for their next steps.

My adult life
Our actions will focus on giving young people with SEND the information they need to make choices and become more independent as they move into adult life.

My family is supported
Our actions will focus on listening to what families need and providing easy access to information, advice, help and support.

My friends and activities
Our actions will focus on widening the choice of activities for children and young people with SEND across Norfolk.

Priorities

- My education meets my needs and the needs of my family
- My family and I feel welcome, safe and included in my place of education
- All the adults in my place of education can meet my needs
- I can share my views about my education and feel that they are listened to
- I am provided with exciting experiences to enjoy that help me learn
- My family and I have the information we need to understand and be involved in supporting my next steps to be successful
- My family and I trust everyone involved in planning and supporting my next steps so I can achieve what is best for me
- My family and I can share our views about decisions in my life and feel confident these are listened to
- I have options so I can choose the next steps that are right for me
- I know what good physical and mental health feels like for me. I know when I need help and where to get it from
- I have all the information and help I need to make choices
- I have lots of opportunities to develop the knowledge, skills and values I need to be happy, healthy and safe as an adult
- I have family, friends and places that I know where I feel valued and supported
- I have opportunities to work
- My family can talk to a professional and are confident they will help them feel listened to and supported
- My family knows how to get information, advice and support
- Information, advice and support is made available and provided in a way that meets the needs of everyone who needs it
- My family friends and local community are provided with information, help and support
- My family and I know where to find out about opportunities available to us
- I am supported to have the confidence and motivation to take advantage of the activities and experiences that interest me the most
- I have activities that I can enjoy independently and that help me develop relationships with my family and friends
- I can develop skills and confidence through taking part in activities of my choice
- I can enjoy activities and experiences without worrying about bullying

Foreword – Mark Knight, Chair of Family Voice Norfolk

Our Norfolk Area SEND & AP Strategy represents our **shared commitment to improving outcomes** for Norfolk children and young people with special educational needs and disabilities (SEND) and their families to flourish.

As parents and carers, we know that while there are positives and successes along the journey, families can face challenges in navigating services and ensuring their child's needs are understood and met. **We all want our children and young people to be listened to, included and supported to thrive.**

This strategy has been extensively **co-produced and shaped by the voices of children, young people, parents, carers and professionals** and at its heart is a commitment to co-production. Co-production is about working together as equal partners, building relationships based on trust and shared responsibility.

Families are experts in their children's lives, and their insight is essential in designing services that meet the needs of our communities. The experiences shared by families have been invaluable in identifying what is working well and where improvements are needed. It is encouraging to see the **commitment of partners across the SEND system to listen, learn and work together to deliver meaningful change.**

While we recognise the progress that has been made, we also acknowledge that there is still more to do. This strategy provides an opportunity to address these challenges by focusing on what matters most to children, young people and their families.

As a Parent Carer Forum, Family Voice Norfolk is committed to championing the voices of families, supporting constructive challenge to the SEND system and working alongside SEND partners to **ensure that the ambitions set out in this strategy are translated into real and lasting improvements.**

Together, we aim to create a more inclusive Norfolk where every child and young person with SEND is supported to thrive, where families feel heard and valued, and where opportunities are available for all to lead fulfilling and meaningful lives.



Mark Knight
Chair of Family Voice Norfolk

family voice norfolk
together improving services

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Foreword – Katrina Smith, Member of the SEND Youth Forum, representing children and young people with SEND

As a young person with SEND, I have first-hand experience in what it's like to see the world from a different perspective than the people around me. As we all know, every single person with SEND has their own unique abilities, challenges and traits. We may all be different, but there is one thing that we share as one; and that is our passion for wanting the world to be a more welcoming, inclusive and understanding place for people with SEND. We may not be able to change the whole world, but we can start by changing the things in our local community, and The Norfolk Area SEND and Alternative Provision Strategy (NASAPS) is playing a crucial role in helping make our hopes come true.



We believe that if these goals are reached, children and young people in Norfolk will be able to grow and progress in order to thrive and live their most fulfilled and happy lives and become the best version of themselves.



Katrina Smith
Member of the SEND Youth Forum

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Norfolk's Local First Inclusion Plan (LFI)

Local First Inclusion Plan

Our vision

To enable all children and young people (CYP) with SEND and inclusion needs to Flourish

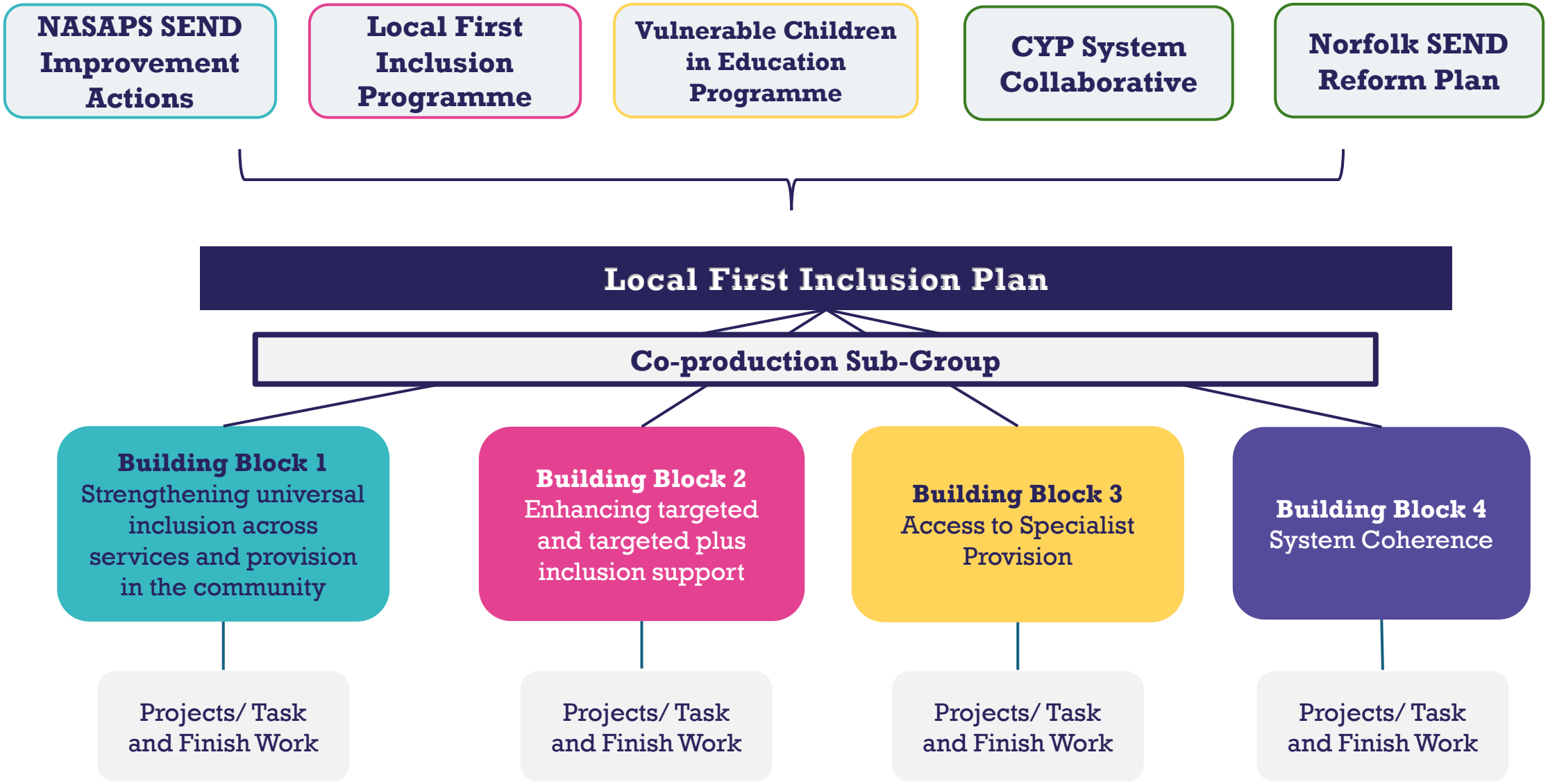
The Local First Inclusion Plan is designed to move Norfolk towards an **earlier intervention**, more **inclusive, locally delivered** SEND system where **mainstream provision is strengthened**, **specialist expertise is accessible**, **specialist provision is available** when required, and the whole system operates as one **coherent partnership**.

Norfolk Area SEND & AP Strategy Outcomes:

- My learning opportunities and experiences help me to become the best that I can be.
- My family and I understand and prepare for the choices I can make about changes in my life.
- I feel excited about enjoying my adult life, knowing I am being supported from the earliest years.
- My family gets the help they need and feels supported.
- My family, friends and I take part in a range of activities that we enjoy independently and together.

Drivers:
NASAPS
Local SEND Reform Plan
JSNA
SEND Survey

Local First Inclusion Plan



Four Building Blocks of an Inclusive System

Building Block 1
Strengthening universal inclusion core offer across mainstream settings and in the community

Frameworks and systems to support inclusion everywhere

Building Block 2
Enhancing targeted and targeted plus inclusion support

Development of services for additional support before needs escalate further

Building Block 3
Access to Specialist Provision

Sufficiency and effective use of specialist provision

Building Block 4
System Coherence

Enabling our SEND system through effective processes, pathways, data, communication and partnerships

Co-production Sub-group

To advocate for, enable and strengthen co-production across the partnership, embedding a 'co-production by default' ambition.

Co-production is an under-pinning ambition across the whole of Norfolk's LFI Plan

Building Block 1: Strengthening universal inclusion across mainstream settings and in the community

Project	Workstreams
Building Inclusive Practice and Early Support ***Purpose: Practice development / Ways of working***	1.1 Norfolk Relational Practice Framework
	1.2 Norfolk Inclusive Practice Framework
	1.3 Identification of Need
SEND & Inclusion Support Model ***Purpose: Operating model – access***	1.4 Expansion and developing the SEND and Inclusion Support Model
Voice, Learning and Culture Change ***Purpose: Continuous improvement and cultural change***	1.5 Learning and development for professionals and families to support continuous improvement and cultural change
	1.6 Voice of the child and co-production

Building Block 2: Enhancing targeted and targeted plus inclusion support

Project	Workstreams
Integrated Early Intervention and Specialist Support ***Purpose: Operating model***	2.1 Design and deliver additional expert capacity
	2.2 'Waiting Well' offer
Specialist Outreach Advisory Service ***Purpose: Operating model***	2.3 Expansion of Specialist Outreach Advisory Service
Education Inclusion, Access and Reintegration ***Purpose: Practice development / ways of working***	2.4 Promoting access to full-time education

Building Block 3: Access to Specialist Provision

Project	Workstreams
Baseline Infrastructure ***Purpose: Sufficiency***	3.1 Design and delivery of Inclusive Mainstream Fund
	3.2 Maximising Developer Contributions for SEND and AP
	3.3 Reconfiguration of Inclusion Bases / ESPs reflecting national definitions
SEND Sufficiency Delivery ***Purpose: Sufficiency***	3.4 Existing special school estate
	3.5 Delivery of new Inclusion Bases
	3.6 New Special Schools
	3.7 Independent Special Schools Reform
Deliver Norfolk's AP Strategy ***Purpose: Sufficiency / Ways of Working***	3.8 Deliver Tier 2 SEMH Inclusion Bases
	3.9 Tier 3 Estate Reconfiguration
	3.10 Exclusion Recharging
	3.11 LPP full roll out and AP pupil flow
Non-school AP Review ***Purpose: Operating Model / Commissioning Approach***	3.12 Medical needs future model
	3.13 Non-school AP commissioning and national standards
	3.14 TES Non-school AP Packages Design

Building Block 4: System Coherence

Project	Workstreams
SEND System Enablers ***Purpose: Programme Enablers***	4.1 Data and Intelligence
	4.2 Insight and Evaluation
	4.3 Communications
SEND Pathways, Local Offer and System Alignment ***Purpose: Operating model – end to end processes***	4.4 Improving SEND Pathways, Processes and Decision Making
	4.5 Evaluation and communication of the local offer

Co-production Sub-group

To advocate for, enable and strengthen co-production, embedding a ‘co-production by default’ approach.

To oversee and assure meaningful co-production across the programme, ensuring that CYP and family voices are embedded in design, delivery and evaluation of all projects

To agree the level of co-production for each project- whether they should be fully co-produced or developed through participation or engagement

Proactive oversight of activity to strengthen how CYP and family voices are captured and acted upon in decisions about their support and the design of services



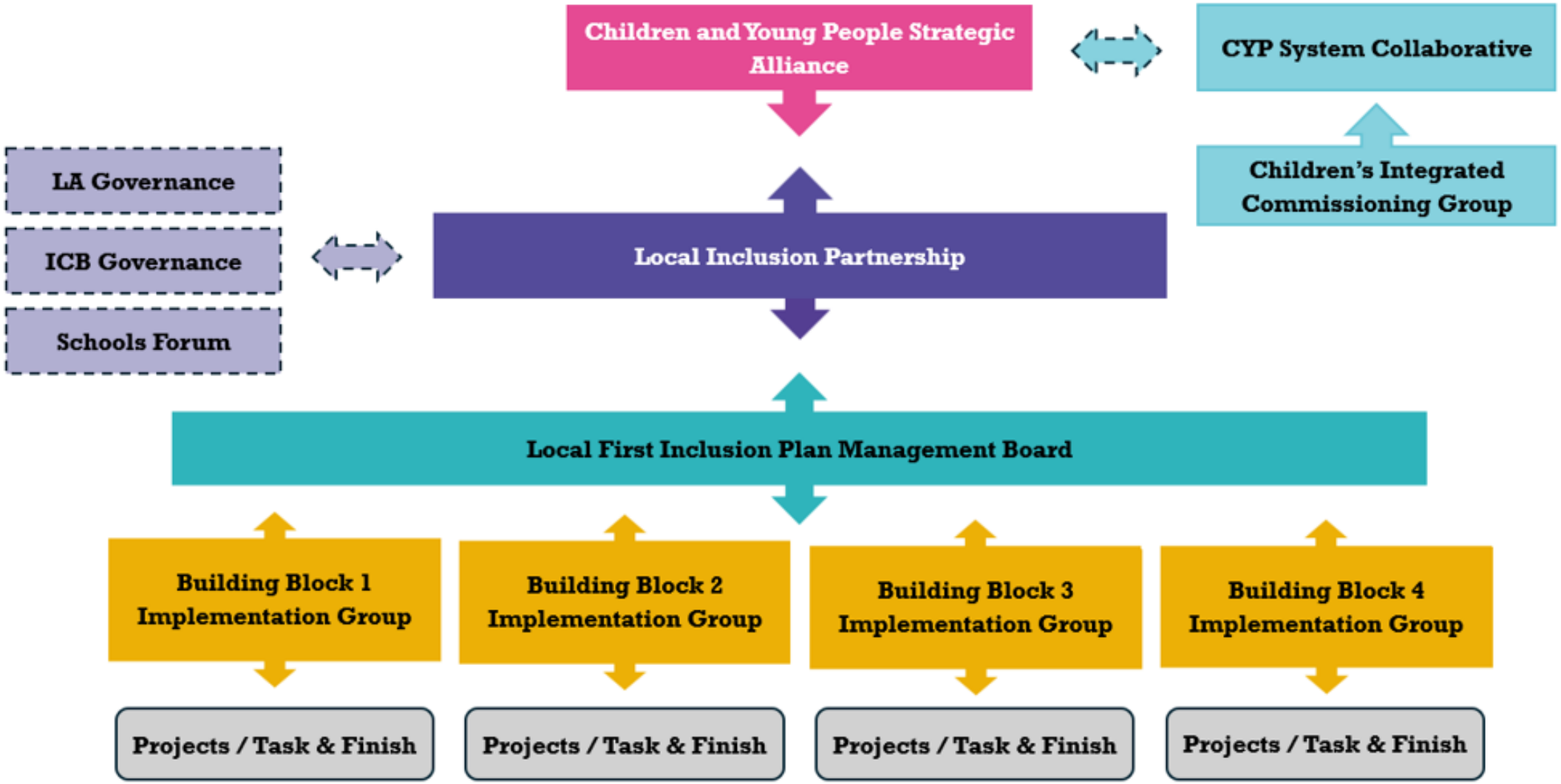




Membership:

- Family Voice Norfolk
- Local Authority
- Integrated Care Board
- Health Providers
- SENDIASS
- Education Representatives- TBC

Governance


Children and Young People Strategic Alliance
CYP System Collaborative
Children's Integrated Commissioning Group
LA Governance
ICB Governance
Schools Forum
Local Inclusion Partnership
Local First Inclusion Plan Management Board
Building Block 1 Implementation Group
Building Block 2 Implementation Group
Building Block 3 Implementation Group
Building Block 4 Implementation Group
Projects / Task & Finish
Projects / Task & Finish
Projects / Task & Finish
Projects / Task & Finish

Norfolk Achievements to Date

Understanding need better

- Norfolk SEND Joint Strategic Needs Assessment (JSNA) established
- Identification of Needs Descriptors in Education Settings (INDES), Inclusion and Provision Self- Evaluation Framework (IPSEF) and Graduated Provision Mapping adopted county-wide
- Stronger data-led decision making and planning

Expanding inclusive provision

- Over £120m invested in SEND infrastructure and specialist provision
- 18 new Specialist Resource Bases opened
- 111 Enhanced SEND Provisions supporting 1,150+ pupils
- Agreement from the DfE to deliver 2 new special schools

Stronger partnership working

- Local Inclusion Partnership (LIP) established
- Family Voice Norfolk embedded in strategic leadership
- Co-production becoming the default approach across the system

County-wide inclusion infrastructure

- 15 Zone Inclusion Partnerships (ZIPs) established
- Team Around the School (TAS) model embedded across Norfolk
- 150 practitioners aligned into multi-disciplinary support teams

Improving outcomes

- Permanent exclusions reduced dramatically in pilot areas (24 to 1)
- High proportion of children successfully sustaining mainstream placement following sessional Specialist Resource Base (SRB) placement
- 90 children successfully reintegrated from Enhanced SEND Provisions to mainstream classrooms
- First year-on-year reduction in EHCP assessment requests
- EHCP timeliness now above regional and national averages

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Norfolk County Council

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NHS Norfolk and Suffolk Integrated Care Board

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SEND Reforms

Department for Education

NHS England

The Government set out its reform proposals in the 2026 White Paper ***Every Child Achieving and Thriving*** and the consultation *SEND Reform: Putting Children and Young People First*.

The consultation closed in May 2026 and the Government response is still awaited.



- Universal Offer
- National Inclusion Standards
- Broad areas of development
- Layers of Support
- Experts at Hand
- Inclusion Bases
- Specialist Provision Packages
- EHCPs

Inclusive Mainstream Fund
To improve Inclusion in schools, EY & Post-16 settings

Earlier intervention and support.

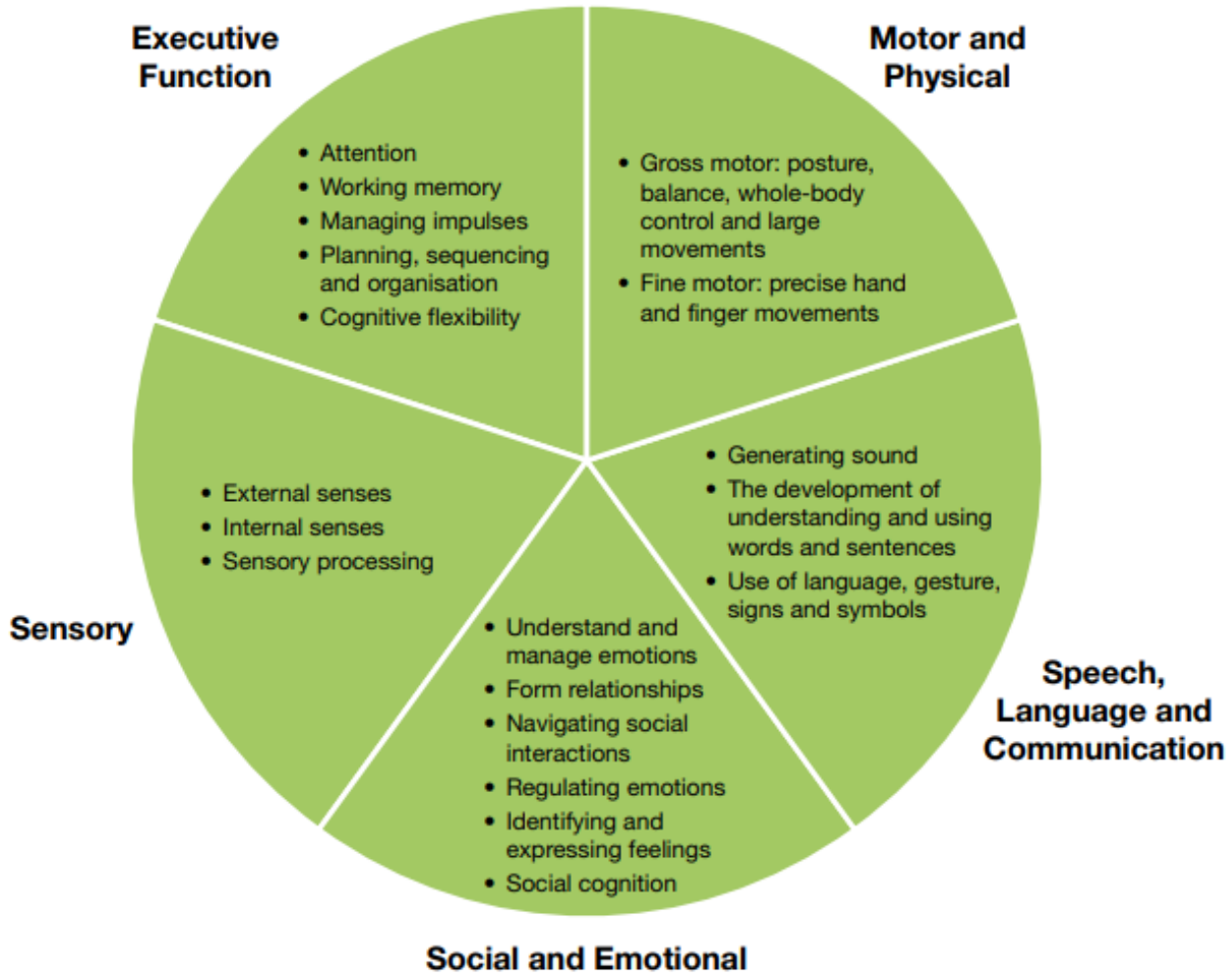
Greater inclusion in mainstream settings.

Nationally consistent SEND support.

Stronger multi-agency working.

Investment in local authority transformation and specialist expertise.

Broad Areas of Development



The universal offer and layers of support

Layer	Who it's for	What it looks like
Universal Offer	All pupils, in every mainstream school	Inclusive teaching, calm environments, and early help, delivered through everyday classroom practice. Most children's needs will be met at this level.
Targeted	Pupils with ongoing, commonly occurring needs	Structured support such as small-group speech and language work or help managing sensory needs. Recorded in a digital Individual Support Plan (ISP), agreed with parents.
Targeted Plus	Pupils needing specialist input	Children and young people get targeted plus provision from their setting, with input from education and health professionals. School-aged children are also supported through their school group. Support may include access to 'base support'.
Specialist	Pupils with the most complex needs	Children and young people receive specialist support through EHCP in a mainstream or a special setting, if they require provision set out in one of the new nationally defined Specialist Provision Packages. Support may be delivered through a 'specialist base'.

Department for Education (2026), *SEND reform: putting children and young people first*

Specialist Provision Package

Developed by experts - statutory entitlement to the offer

Each Specialist Provision Package will describe the support and provision a specific group of children should receive.

Settings will be commissioned to provide placements for specific Specialist Provision Packages, and they will organise support for the whole group of children assigned to that package.

EHCP

Produced by the LA – statutory entitlement to specific provision

The local authority (LA) will create an Education, Health and Care Plan (EHCP) for each child, choosing the parts of the Specialist Provision Package that are relevant to their needs. Parents contribute to this process, and the setting will lead on the description of the provision.

The EHCP is updated if needed at each key stage review with input from parents, the setting and the LA. The EHCP is a legal document and the provision detailed within each EHCP must be delivered by the setting in line with their funding arrangements with the LA.

ISP

Produced by the setting (who have a statutory duty to do so), with parents

An Individual Support Plan (ISP) is created and held by the setting – and there will be three different IPSs across each layer of need (targeted including targeted plus and specialist), with specific guidance for each. The ISP gives a more detailed, day to day overview of specific support a child is currently receiving This may include things like timetabled interventions or access to particular resources.

ISPs will be reviewed at a minimum annually, with input from parents. These reviews help decide the next steps towards achieving the outcomes in the child's EHCP.

Understanding the SEND reforms: what they are and the impact on you

The RISE Partnership | RESEARCH AND IMPROVEMENT FOR SEND EXCELLENCE

Impacts of SEND Reforms for Children and Young People

- **Earlier help:** Identify barriers and provide adjustments without waiting for diagnosis or an EHCP.
- **Inclusive education:** Improve access to teaching, activities and environments while promoting belonging, safety and progress.
- **Clearer planning:** Digital ISPs could record each learner's strengths, needs, adjustments, provision and aspirations.
- **Faster specialist input:** Experts at Hand would bring therapists, educational psychologists and specialist teachers into mainstream settings.
- **Voice and independence:** Children and young people should influence their plans, communication, outcomes and transitions.

SCHOOLS WHITE PAPER
Every child achieving and thriving

COUNCIL FOR DISABLED CHILDREN | Department for Education

Repair and reform to this new system will be gradual with support in place before changes are made

Phase one: 2026 to 2028 Investment and building new system	Phase two: 2028 to 2029 Improved support	Phase three: 2029 onwards Future system
• **Workforce training programmes** for all staff. • Schools, Colleges and early years settings first receive £530m per year from **Inclusive Mainstream Fund**. • **Experts at Hand** comes on stream for all settings. • **Specialist Provision Packages published** • **National Inclusion Standards published**	• **Price bands for specialist provision introduced in Independent special schools.**	• **EHCP, National Inclusion Standards and Individual Support Plan legislation enacted.** • **First assessments of children take place under reformed system.** • **First children using Specialist Provision Packages.** • **Funding delivered for 60,000 new places for children with SEND.**

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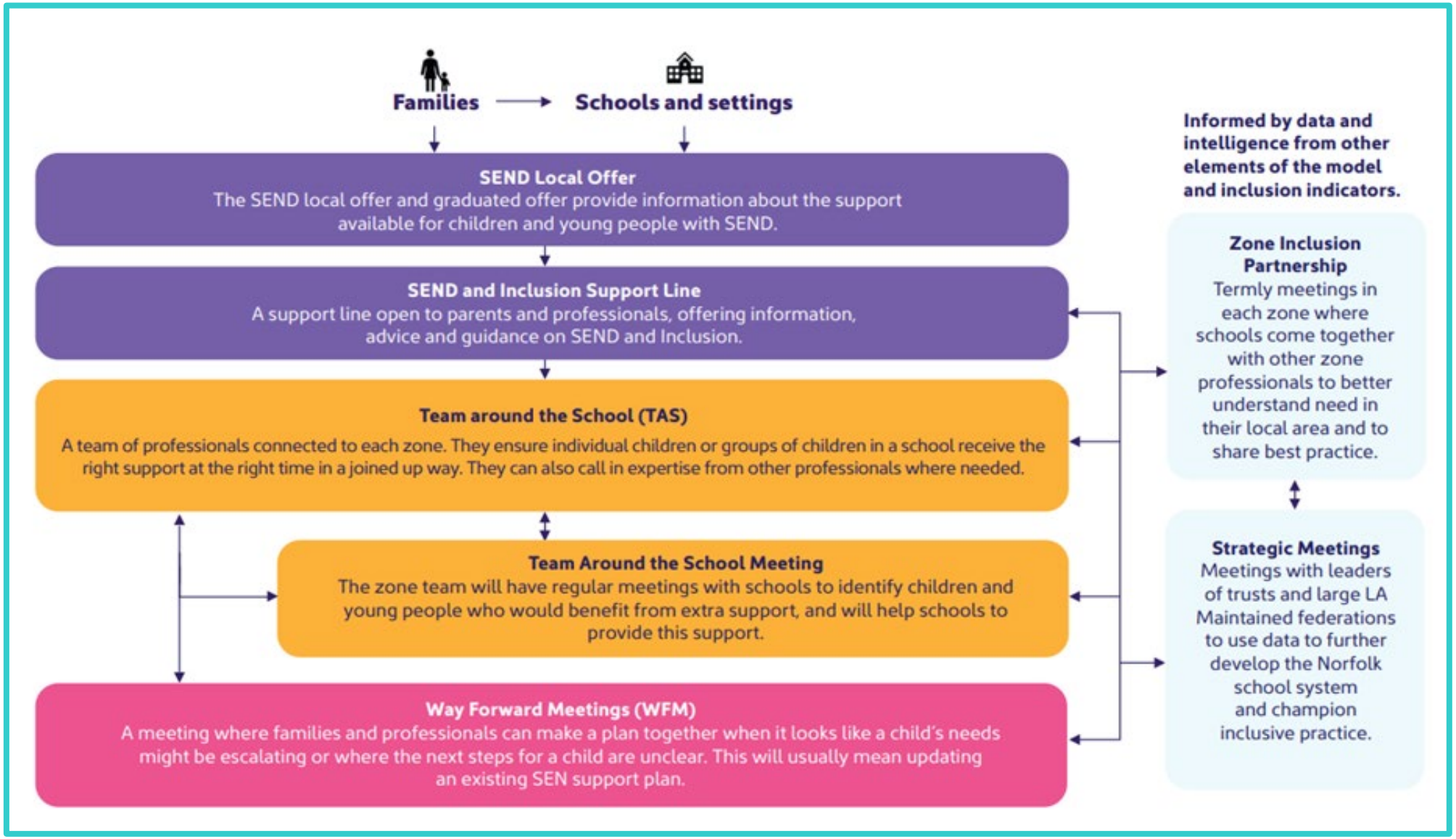
Increasing Expert Capacity across the SEND System

Experts at Hand

SEND & Inclusion Support Model (SISM)



15 Zone Teams

Dedicated phoneline for parents and professionals

Aligns 150 practitioners to multi-disciplinary Zone Teams

Underpinned by school, zone and trust data packs allowing evidence-based conversations

Additional Expert Capacity- Norfolk Model

Building Block 2
Enhancing targeted and targeted plus inclusion support

Health and Clinical Practitioners

- Enhanced Health Visitors
- Speech and Language Therapy
- Occupational Therapy
- Mental Health Practitioners

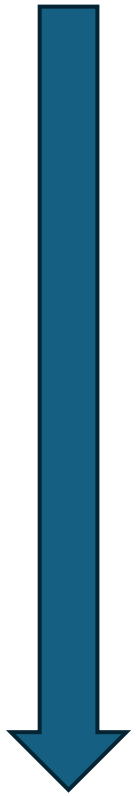
Education Specialists

- Early Years Area SENDCos
- Specialist Teachers and Advisers
- Educational Psychologists
- Specialist Advisory Outreach Service expansion

Youth Specialists

- Youth Specialists
- Young Persons Advisers
- Guidance Advisers

Zone Management



- Early Years
- Primary
- Secondary
- Post-16

0-25 offer with some roles supporting specific age groups

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Thank you

Please provide some feedback - it only takes a minute!



SEND & Inclusion Community of Practice

Making Connections and Enhancing Practice through Collaboration and Innovation

'Equal partners sharing a passion and responsibility for improving outcomes for children and young people with SEND'



Date	Theme	Time
Wednesday 9th December 2026	My Changes and New Beginnings	1-3pm
Wednesday 10th February 2027	My Adult Life	1-3pm
Wednesday 21st April 2027	My Family is Supported	1-3pm
Wednesday 16th June 2027	My Friends and Activities	1-3pm

To be part of the Community of Practice please email the SEND Improvement and Partnerships team at sip@norfolk.gov.uk