

Meeting: Children's Overview and Scrutiny Committee (SEND Update)

Date: 6th May 2026

Wards affected: All

Report Title: Special Educational Needs and Disabilities (SEND) Update

When does the decision need to be implemented? For information

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1. Purpose of Report

1.1 This report provides an update to the Overview and Scrutiny Committee on progress and assurance arrangements following the March 2025 Area SEND inspection in Torbay and subsequent Improvement Notice.

1.2 It summarises the partnership's Priority Impact Plan (PIP), governance and monitoring arrangements, and headline progress across the five priority impact areas.

1.3 The report also sets out an update on the most recent DfE/CQC monitoring activity and deep dive (23 February 2026) and proposes next steps for Overview and Scrutiny to consider in supporting and holding the partnership to account.

2. Reason for Proposal and its benefits

2.1 The proposals in this report help us to deliver our vision of a healthy, happy and prosperous Torbay by strengthening partnership delivery, improving inclusion and support, and improving outcomes for children and young people with special educational needs and disabilities (SEND).

2.2 Providing transparent updates to Members supports effective scrutiny, maintains focus on the Improvement Notice requirements, and supports timely escalation and resolution of barriers across education, health and care.

3. Recommendation(s) / Proposed Decision

3.1 To note the update on Area SEND improvement activity, including governance and monitoring arrangements.

3.2 To consider and agree the recommended next steps for Overview and Scrutiny set out at section 14 (Key issues and recommended next steps), including the requested assurance questions and future reporting cycle.

3.3 To request a follow-up update once the actions and feedback from the 23 February 2026 monitoring/deep dive are formally confirmed and incorporated into the partnership's action tracking and performance reporting.

4. Appendices

Appendix 1: Priority Impact Plan (PIP) – latest version (as published) – to follow

Appendix 2: Latest SEND performance dashboard / KPI set (where available) – to follow

Appendix 3: DfE/CQC monitoring and deep dive action tracker (including 23 February 2026) – to be provided once formal notes/actions are confirmed

5. Background Documents

- Area SEND inspection report (published 25 June 2025)
- Torbay Priority Impact Plan (approved October 2025)
- Internal quality assurance framework and quarterly QA reporting (EHCP quality)

6. Supporting Information

6.1 Introduction

6.1.1 Between 17 and 21 March 2025, Ofsted and the Care Quality Commission (CQC) inspected the local area arrangements in Torbay to meet the needs of children and young people with SEND. This was Torbay's second local area inspection and the first under the 2023 framework.

6.1.2 The inspection report, published on 25 June 2025, judged the local area partnership to have widespread or systemic failings. The partnership accepted the outcome and identified urgent improvements required across education, health and care.

6.1.3 Following the inspection outcome, the local authority received an Improvement Notice and is subject to DfE and NHS England monitoring. A formal Ofsted/CQC monitoring visit is expected from December 2026.

6.1.4 In response, the local area partnership produced a Priority Impact Plan (PIP) setting out the actions and intended impact over the next 18 months.

6.1.5 The PIP was co-produced with stakeholders, including parents and carers, and is the partnership's main SEND improvement plan. Due to the timing of publication

(25 June 2025), development of the plan took place over the summer period, which limited some partners' availability (for example, schools).

6.1.6 On 9 October 2025, the partnership was informed that the plan met the criteria in the Area SEND Inspection Handbook and was actionable and focused on the areas for priority action.

6.1.7 The PIP covers five key priority impact areas:

- Priority area 1: Governance (including co-production and partnership working)
- Priority area 2: Commissioning to meet need
- Priority area 3: Multi-agency working and support for children without an EHCP (SEN Support)
- Priority area 4: Waiting times and support (including health assessments and support while waiting)
- Priority area 5: Preparation for adulthood

6.1.8 Area 5: 'Preparation for Adulthood' was identified as an area for improvement in the inspection report. However, following discussion at the SEND Local Area Improvement Partnership Board (SLAIP), it was agreed that this area required greater focus and scrutiny, so it is presented as a fifth priority area for the purpose of monitoring improvements.

6.2 DfE/CQC Monitoring and Deep Dives (including 23 February 2026)

6.2.1 As part of the Improvement Notice, the local area is subject to DfE and NHS England monitoring. The partnership has been preparing evidence on progress and impact, including quality assurance activity and performance reporting, to support this monitoring.

6.2.3 A monitoring/deep dive session took place on 23 February 2026. Preparation for this included collation of evidence on quality assurance arrangements for Education, Health and Care Plans (EHCPs), including audits of appendices/advice, QA of new EHCPs and multi-agency tracking. The partnership will incorporate any confirmed feedback, required actions and timescales from this session into the PIP action tracker and performance reporting once the formal notes are received.

6.2.5 Governance arrangements

6.2.6 Revised governance processes have been put in place to:

- Ensure strong strategic and operational oversight from a multi-agency perspective.
- Ensure that the voice and influence of the child/young person and parents/carers are heard and acted upon at the highest level by their direct involvement.
- Ensure that SEND improvement is firmly cemented within the overall children's strategy and that of the Integrated Care Partnership

6.2.7 A refreshed SEND Local Area Improvement Partnership (SLAIP) Board was established in January 2025 to provide strategic leadership, assurance and oversight for the priority actions; this has been enhanced further following the inspection. The board is using its influence and accountability to set a clear vision, champion change and innovation, and drive improvements across the local area, and is chaired independently.

6.2.8 The Board is committed to ensuring the voice and lived experience of children, young people and their families shape its work. Direct input from children, young people and families feeds into Board discussions and champions extending the participation reach and engagement.

6.2.9 The SLAIP Board sits within Torbay and One Devon's broader governance for children, young people and families and is accountable to Anne-Marie Bond, Chief Executive of Torbay Council and Libby Ryan-Davis, Acting CEO of One Devon Integrated Care Board.

6.2.10 The Board reports to the Children's Continuous Improvement Board (CCIB), not only to seek constructive challenge and support, but to ensure the activity and impact is fully integrated into Torbay's wider strategic vision and governance for children, young people and families. The CCIB has senior representatives from across education, health and care as well as political and corporate representation, which ensures there are clear routes for dissemination and alignment with wider priorities.

6.2.11 SEND Family Voice Torbay, the formal Parent Carer Forum for the local area, gathers information from families and wider parent groups and represents their voices at the board. The voice and lived experience of children and young people with SEND is also heard regularly, and the board is strengthening its work with Torbay's SEND Youth Forum. There are also links to the Local Education and Inclusion Board so that school leaders can be fully engaged in this improvement work.

6.2.12 An operational delivery group has been established to ensure that the actions from both the priority impact plan and board meetings are delivered.

6.2.13 *Monitoring arrangements*

6.2.14 Local areas are required to implement the DfE's and NHS England's monitoring, support, and challenge arrangements to improve their SEND service delivery. This process involves several key steps:

- **Monitoring:** Continuous oversight of the local area's SEND arrangements to ensure they meet the required standards.
- **Support:** Providing guidance and resources to help local areas address any identified weaknesses.
- **Challenge:** Holding local areas accountable for making necessary improvements.

6.2.15 A comprehensive 'stock take' review was conducted by the Department for Education (DfE) and NHS England, in February 2026. The purpose of this visit was to assess the progress made by the local area in addressing the issues identified in the improvement notice. Following this first stock take, a series of 'deep dive' sessions will take place. Each deep dive activity will be a thorough and detailed examination of each priority area, to review actions and assess the difference it is making for children and young people.

6.2.16 Ofsted and CQC will undertake the formal monitoring visit from December 2026.

6.3 Summary of progress since the inspection

6.3.1 The partnership's approach continues to be based on a long-term vision focused on what parents and carers told us matters most: SEND is everybody's business; needs are identified and responded to early; and support is delivered in the right place at the right time, with a focus on the difference made to children and young people.

The partnership's approach to improving support and services to meet the needs of children and young people with SEND in Torbay continues to be based on the long-term vision, which focuses on the areas parents and carers identified as meaning the most to them:

- SEND is everybody's business – embedding the vision and values into the practice of everyone who works with children and families from 0-25.
- Identify and respond to needs early – in ways that value lived experience and expertise and offer personalised care and support.
- Deliver in the right place at the right time – always asking 'so what difference are we making in the life of children or young people'?

This vision, along with the commitments outlined in the Co-production Charter and Children and Young People's pledge informs and guides the improvement work across the partnership.

6.3.2 Priority area 1 – Governance (work faster and better together; improve co-production and relationships with parents and carers)

- A Review of all governance arrangements has been completed.
- An independent chair is in place and holds the local area board to account.
- A plan for improvement is being delivered at pace with full engagement for all local area partners.
- Arrangements for strong and robust governance is swift.
- A communications plan is a key priority for creation and delivery this term to ensure that these changes are being communicated positively with families.

6.3.3 Priority area 2 – Commissioning (identify gaps and increase support and provision)

- A new Torbay Joint Strategic Needs Assessment (JSNA) has been completed.
- A workshop to share and act on the new JSNA took place on the 27th January and involved representation from across the partnership.
- Following proposals, the DfE have approved the change in designation of Coombe Pafford School to create of 40 ASC special school places for September 2026. Dual designation will run during transition years, with the school becoming fully ASC specialist by 2030. This addresses a critical gap in local specialist provision for autistic children.

6.3.4 Priority area 3 – Multi-agency working and SEN Support (improve support for children without an EHCP)

- Local Authority Statutory SEND Services have been reviewed, restructured, and reshaped. This will lead to improving timeliness for EHCPs and a better quality of EHCPs; improved quality according to our Envision auditing tool has already reached one of our key performance indicators.
- An Intervention Grant has been successfully acquired, which means Support, Information and Guidance is being delivered to 15 mainstream schools to enhance and strengthen inclusion. An uplift in this grant means that a further 10 schools should be supported during 2026.
- The Local Authority has invested in a new Head of Service for Quality First Teaching role to strategically support inclusion across Torbay.
- The DfE RISE Teams have been working across Torbay on three new workstreams which will positively impact SEND children; attendance and behaviour, Y6-7 Transition and a Cradle to Career project.
- A review of the implementation of the Graduated Response has started with a Torbay map of Neurodiversity Support being launched in January 2026.

- A new role has been implemented to quality assure all Alternate Providers and ensure outcomes for children are at the heart of this support.
- Attendance and suspensions and exclusions area wide is still a challenge, but officers and colleagues from across the partnership are continuing to work on these areas.

6.3.5 Priority area 4 – Waiting times and support (reduce waits for health assessments and improve support while waiting)

Reduce waiting times

- Focused waiting list recovery work has resulted in no children and young people waiting more than 18 weeks for an assessment by the Mood, Emotions and Relationships Team (MERS – previously known as CAMHS).
- Community Paediatrics have worked to reduce the waiting time for assessment. There are currently no children or young people waiting over 40 weeks and 40% of those waiting are being seen within 18 weeks.
- An out of hours end of life nursing service began in October 2025, providing a 24 hour on call service for patients who require complex symptom management or who choose to have end of life care at home.

Improve the support available whilst waiting

- The MERS service is piloting an enhanced triage process to extend the support while waiting offer. The aim is that all referrals accepted for getting help will receive a telephone triage assessment from a mental health practitioner within 2 weeks of referral.
- MyWay Emotional Wellbeing and Mental Health service, delivered by Young Devon in Partnership, launched in July 2025 and is currently supporting 2000 young people through a variety of wellbeing pathways across Devon and Torbay. Wellbeing sessions have been delivered at South Devon College and two schools, and future delivery plans are being confirmed with partners.
- Luminova - an online therapeutic game designed to support children and young people self-manage worries and build resilience is available to all young people in Torbay. 93% of young people reported a reduction in their anxiety and 97% of young people with SEND showed reliable improvement in their condition following accessing the service.
- The 0-19 public health nursing team has launched regular school drop-ins across all primary and secondary schools in Torbay with good initial uptake by parents. Information and feedback are being collected and will be used to inform future offers of support to families and schools.
- The second year of the Partnership in Neurodiversity in Schools Programme (PINS) began in September 2025, with 4 school benefitting from a support

offer tailored to their needs, as well as 5 schools from last year continuing to receive support through a community of practice offer.

6.3.6 Priority area 5 – Preparation for adulthood (improve transitions into adulthood and outcomes)

- Due to new EHCP processes NEET levels for EHCPs are currently better than Torbay's statistical neighbours.
- Using our NTDi Grant and expertise a family conference for Preparation for Adulthood will take place in March. Five family workshops will also be held at Secondary schools about supported employment and a workshop for colleagues during National Careers week (w/c 2nd March).
- Links have been made with the Connect to Work programme which will deliver a supported employment model for young people aged 18+ with disabilities, health conditions or complex challenges.
- Adult Social Care (ASC) colleagues actively engage in transition planning, attending EHCP reviews and weekly transition panels for young people with known or likely Care Act eligible needs.
- A gap has been identified in the referral routes for schools to be able to refer children with EHCP's who are not known to the additional needs team into transitions panel for consideration and tracking.
- The monthly Commissioning Oversight Group meeting brings leads from Children's and adult commissioning together to share emerging trends and themes. These then inform future agendas for our provider forums.
- Commissioning plans including the Adult Social Care Market Blueprint 2020-2030 provide information on our market supply and commissioning intentions.

Conclusion

Following the SEND Inspection, Torbay's Local Area SEND partnership has worked hard to review and redesign the governance structures and establish strengthened partnership arrangements to deliver the required improvements as set out in the Priority Impact Plan.

It is recognised that much of the work, since September, has been focused on delivering actions to improve the system and as such it is too early to fully measure the impact this will have on the outcomes for children and young people with SEND in Torbay.

It is also acknowledged that it will also take time for these changes to be fully felt by families and the ongoing engagement and co-production with children, young people, parents and carers will be critical to ensure the partnership is making a difference.

7. Options under consideration

This report is presented for information and scrutiny. Options considered include: (a) noting the update and continuing the current cycle of Overview and Scrutiny updates; (b) agreeing a more structured programme of scrutiny aligned to the Priority Impact Plan (one priority area per meeting) to provide consistent challenge, assurance and visibility of impact; and (c) requesting additional assurance reporting on specific themes (for example EHCP quality, SEN Support, health waiting times and preparation for adulthood) where performance and lived experience indicators show the greatest risk.

8. Financial opportunities and implications

There are no direct financial decisions requested in this report. Any actions arising from scrutiny (for example additional reporting, targeted improvement activity or commissioning responses) will be managed within existing budgets where possible. Where further investment is required to deliver the Priority Impact Plan, this will be subject to separate decision-making and governance, including full financial appraisal and identification of funding sources.

9. Legal implications

This report is for information and does not of itself create new legal duties. The local area partnership must continue to meet its statutory responsibilities relating to children and young people with SEND, including duties under the Children and Families Act 2014 and associated regulations and the Equality Act 2010. Any substantive changes to policy, provision or commissioning will be subject to legal review as part of the relevant decision-making process.

10. Engagement and consultation

The Priority Impact Plan has been developed through partnership working and co-production, including engagement with parents and carers via SEND Family Voice Torbay and wider stakeholder input. Ongoing engagement and feedback arrangements (including communications and participation activity) are integral to the improvement approach and will continue to inform priorities, delivery and assurance reporting.

11. Procurement

There are no procurement decisions requested within this report. Where commissioning or procurement activity is required to address gaps in provision, this will be undertaken in accordance with the Council's Contract Procedure Rules and relevant public procurement legislation and guidance in force at the time.

12. Protecting our naturally inspiring bay and tackling climate change

This report is primarily focused on SEND improvement activity and does not contain proposals that directly impact the natural environment or climate change. Where improvement actions result in changes to service models, estates, transport or digital delivery, environmental impacts (including carbon implications) will be considered through the relevant governance and decision-making processes.

13. Associated risks

Key risks associated with the matters set out in this report include: (a) insufficient pace or impact of improvement activity resulting in continued poor experiences and outcomes for children and families; (b) capacity and workforce risks across partners affecting delivery of the Priority Impact Plan; (c) financial pressures arising from increased demand and gaps in local provision; and (d) reputational and compliance risks linked to the Improvement Notice and future Ofsted/CQC monitoring. These risks are managed through the local area governance and assurance arrangements described in this report.

14. Key issues and recommended next steps for Overview and Scrutiny

1. 14.1 Agree a focussed cycle of scrutiny aligned to the Priority Impact Plan (e.g., one priority area per meeting), including a consistent set of measures of impact (timeliness, quality, experience and outcomes).
2. 14.2 Seek assurance on EHCP quality and timeliness improvement by requesting quarterly reporting of: audit outcomes (including social care and health advice quality), learning actions taken, and feedback from families and settings about whether plans are usable and outcome-focused.
3. 14.3 Request a deep dive update on SEN Support and inclusion, including what is changing for children without EHCPs and how the partnership is addressing persistent challenges such as attendance, suspensions and exclusions.
4. 14.4 Request assurance on health waiting times and the 'support while waiting' offer, including how families are informed, what interim provision is available, and how equity of access is monitored.
5. 14.5 Request assurance on preparation for adulthood: transitions governance, pathways into employment/training, and how gaps in referral routes and tracking are being closed.
6. 14.6 Request evidence of strengthened co-production and improved communication with families (including what has changed as a result of feedback) and how this is being measured.

15. Equality Impact Assessment

15.1 This report provides an update for information and scrutiny on Area SEND improvement activity and does not in itself change eligibility, policy, provision or access to services. However, the improvement activity described aims to reduce known inequalities in experiences and outcomes for children and young people with SEND and their families, and to strengthen how the partnership identifies, monitors and addresses any differential impacts.

Protected characteristic / group	Data and insight (local / service context)	Equality considerations (including any adverse impacts)	Mitigation activities	Responsible department and timeframe
Age	SEND services are for children and young people aged 0–25, with transition points (early years, primary, secondary, post-16, post-18/25) often associated with poorer experience and outcomes.	Positive impact expected through strengthened governance and a clearer focus on preparation for adulthood and transitions. Risk of differential impact if improvement activity focuses disproportionately on one phase (e.g., statutory EHCP processes) and does not address earlier identification and SEN Support.	Use the Priority Impact Plan (PIP) and performance reporting to track impact by age/phase (including post-16 and transitions), and ensure scrutiny requests cover the full 0–25 pathway.	Children’s Services / Area SEND Partnership. Ongoing; reported through agreed scrutiny cycle.
Carers (parents and	Families of children with SEND are more likely to be unpaid	Positive impact expected where co-production and communication	Strengthen co-production routes (including SEND Family Voice Torbay), offer a mix of	Area SEND Partnership Comms / Participatio

<p>unpaid carers)</p>	<p>carers and to experience increased stress, time demands and financial pressure.</p>	<p>improve, and where “support while waiting” reduces burden. Risk of adverse impact if engagement methods are not accessible (time, digital access, language) or if communications are inconsistent.</p>	<p>engagement methods (online/in-person, varied times), and publish clear, plain-English updates on what is changing.</p>	<p>n leads. From now; reviewed quarterly.</p>
<p>Care experienced</p>	<p>Care experienced children and young people are over-represented among those with additional needs and may face instability affecting education and health access.</p>	<p>Potential positive impact if multi-agency working strengthens and if preparation for adulthood pathways improve. Risk of adverse impact if transitions and placements changes are not consistently planned with SEND support and personal advisers.</p>	<p>Ensure PIP actions and local practice link SEND improvement with corporate parenting responsibilities, with clear escalation routes where care status and SEND needs create additional risk.</p>	<p>Children’s Social Care / Virtual School / SEND leadership. Ongoing.</p>
<p>Disability</p>	<p>Children and young people with SEND are disabled or have long-term conditions; families report</p>	<p>Core intended positive impact: improved identification, timeliness and quality (EHCP and SEN Support),</p>	<p>Monitor performance and experience by need/type and setting; strengthen quality assurance of plans and advice; ensure reasonable adjustments in communications and</p>	<p>Area SEND Partnership (all agencies). Ongoing; reported routinely.</p>

	variable access, long waits and inconsistent inclusion in mainstream settings.	reduced waiting times, better support while waiting, and improved outcomes. Risk of adverse impact if improvements are uneven across conditions (e.g., neurodiversity vs physical/complex needs) or across settings.	participation (accessible formats, interpreters where required).	
Gender reassignment	Some children and young people with SEND may also be gender diverse and can face stigma and barriers in education and health support.	No direct differential impact from this information report. Risk of indirect adverse impact if inclusion, bullying prevention and mental health support are not consistent across settings.	Ensure inclusion workstreams (SEN Support, attendance/behaviour, emotional wellbeing) consider protected characteristics and that settings can evidence inclusive practice and safe reporting routes.	Education inclusion leads / Health partners. Ongoing.
Marriage and civil partnership	Not generally applicable to children and young people; relevant only to workforce/parents.	No differential impact identified.	None required.	N/A

<p>Pregnancy and maternity</p>	<p>Relevant primarily to parents/carers and early years (identification and support for very young children).</p>	<p>Potential positive impact where early identification improves and where families can access timely advice and support. Risk of adverse impact if early years pathways are not well-integrated with health visiting, paediatrics and early years settings.</p>	<p>Ensure early years is included within SEN Support and waiting-time work (including communication about routes to support) and that “support while waiting” offers include pre-school children.</p>	<p>Early Years / Health partners. Ongoing; reviewed via PIP reporting.</p>
<p>Race</p>	<p>Minoritised ethnic communities may experience barriers to access (language, trust, awareness) and are more likely to live in areas of higher deprivation.</p>	<p>Positive impact expected if co-production and communications are accessible and if monitoring identifies differential experiences. Risk of adverse impact if engagement and complaints/feedback routes do not reach all communities or if services are not culturally competent.</p>	<p>Provide translated/accessible information where needed, use community links to widen participation, and ensure equality monitoring is built into service feedback and QA.</p>	<p>Area SEND Partnership / Participation leads. Ongoing; review at least annually.</p>
<p>Religion and belief</p>	<p>Families may have different</p>	<p>No direct differential</p>	<p>Plan engagement and communications in an</p>	<p>Area SEND</p>

	faith-related needs that affect engagement and service access (e.g., timing, dietary needs at events, cultural practices).	impact identified from this report. Risk of indirect adverse impact if engagement activities are not planned inclusively.	inclusive way (varied timings; sensitivity to cultural needs) and use multiple channels to reach families.	Partnership Comms / Participation. Ongoing.
Sex	Some SEND needs present differently by sex (e.g., under-identification of autism in girls), affecting access to assessment and support.	Positive impact expected if identification improves and if pathways reduce bias. Risk of adverse impact if assessment routes and school SEN processes do not account for differing presentations and masking.	Include learning on differing presentations within workforce development and QA; monitor referrals/assessments/support by sex where possible.	Education / Health / SEND QA leads. Ongoing.
Sexual orientation	Some children and young people with SEND are LGBTQ+ and may face stigma affecting wellbeing and school attendance.	No direct differential impact from this report. Risk of indirect adverse impact if inclusion and mental health support are inconsistent across settings.	Ensure inclusion/attendance/behaviour and emotional wellbeing workstreams promote safe, inclusive environments and effective escalation routes for concerns.	Education inclusion leads / Health partners. Ongoing.
Armed Forces	Service families can experience mobility and	Potential positive impact where transitions and	Ensure transition and admissions processes promote timely transfer of SEN information	Education admissions / SEND

<p>community</p>	<p>transition between schools/areas, affecting continuity of SEND support.</p>	<p>data-sharing improve. Risk of adverse impact if processes for in-year admissions and transfer of SEND information are slow or inconsistent.</p>	<p>and early support planning when families move into the area.</p>	<p>teams. Ongoing.</p>
<p>Additional considerations</p>				
<p>Socio-economic impacts (deprivation / child poverty)</p>	<p>Families of children with SEND are more likely to face additional costs (transport, time off work, caring) and may be disproportionately affected by gaps in local provision.</p>	<p>Positive impact expected if local provision and inclusion improve and if waiting times reduce. Risk of adverse impact if service access relies on digital channels, travel, or if families need to purchase private support while waiting.</p>	<p>Monitor access and outcomes by deprivation; strengthen “support while waiting” and clear signposting; consider transport and locality impacts in commissioning and placement planning.</p>	<p>Commissioning / SEND / Health partners. Ongoing; review via dashboard.</p>
<p>Public health impacts</p>	<p>Long waits for assessment and support can negatively affect mental health and family wellbeing; school absence can compound</p>	<p>Positive impact expected from improved waiting times and improved wellbeing support while waiting. Risk remains if demand continues to outstrip capacity, leading to</p>	<p>Continue waiting list recovery and strengthen early help/wellbeing offers; use equity metrics to identify groups experiencing longer waits.</p>	<p>Health partners / Public Health / Area SEND Partnership. Ongoing.</p>

	health inequalities.	unequal access.		
Human rights impacts	Children and young people with SEND have rights to education and to appropriate health and social care support, including participation in decisions.	Positive impact expected where plan quality improves, participation is strengthened and decisions are timely. Risk of adverse impact if delays or poor-quality plans continue, limiting access to support.	Strengthen QA, timeliness and participation; ensure complaints/appeals learning is captured and acted on through governance.	Area SEND Partnership governance. Ongoing.
Child friendly	SEND improvement should be shaped by lived experience and be understandable to children and young people.	Positive impact expected through strengthened youth voice and co-production. Risk of adverse impact if participation is not accessible to children/young people with communication needs.	Develop child/young person-friendly communications and participation methods (accessible formats, supported engagement via schools/VCSE) and evidence "you said, we did".	Participation leads / Youth Forum / SEND services. Ongoing; reviewed through governance.

16.1 Cumulative Council impact: No specific cumulative impacts are identified as this report is for information and scrutiny. Any future decisions arising from the Priority Impact Plan (e.g., changes to provision, commissioning, transport, or workforce models) will require consideration alongside other Council proposals and pressures, including impacts on demand, budgets and capacity.

17.1 Cumulative community impacts: SEND improvement activity depends on coordinated action across education, health and care partners. Cumulative impacts may arise from partner service pressures (for example NHS capacity and waiting lists, workforce availability, or regional commissioning constraints) which could affect

pace and equity of improvement. These risks are monitored through the partnership governance arrangements described in this report, and will be escalated where they pose a risk to equitable outcomes for children and young people.

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