

East Riding of Yorkshire Local Area Partnership SEND AND INCLUSION Strategy 2026 - 2031



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Foreword

Stronger Together: A shared commitment to inclusion and ambition for every child and young person.

We are proud to introduce the East Riding SEND and Inclusion Strategy 2026 - 2031 – a bold and united statement of our shared ambition to ensure that every child and young person with Special Educational Needs and Disabilities (SEND) can thrive, learn, and grow within an inclusive and supportive community.

At the centre of this strategy is co-production – not as a one-off exercise, but as a way of working that honours the lived experiences of children and young people, their families, educators, health professionals, the voluntary sector, and all our community partners. It is through this deep collaboration that we build a system where inclusion is not just a value, but a reality.

We recognise that children and young people are the experts in their own lives. Their voices have shaped this strategy, challenging and inspiring us to raise our collective ambition. Their insights compel us to act with urgency, humility, and hope – ensuring that services are designed around what matters most to them.

Our vision is clear: for every child and young person with SEND to receive high-quality, inclusive education and support, close to home, with timely and effective help at every stage – from early years through to post-16 and into adulthood. We want every child to grow up in a community where they feel seen, heard, valued, and empowered to achieve their aspirations.

We do not underestimate the work ahead – but we are stronger when we stand together. Across East Riding, our commitment is rooted in a deep belief in equity, partnership, and the power of community. By working side by side – parents and carers, young people, education settings, health and care professionals, the voluntary sector, and the local authority – we can break down barriers, open up opportunity, and shape a future where every child and young person has the chance to thrive.

This strategy is more than a document – it is a call to action. A shared pledge to lead with purpose, to listen with empathy, and to deliver with integrity.



Why this matters now

We're launching this strategy at a time when the landscape is shifting, both locally and nationally.

East Riding is the lowest funded local authority in England for SEND. This makes it harder to give every child the support they need. Local MPs and councillors have spoken up in Parliament to highlight how unfair the current funding system is and how it affects families here.

The NHS is also going through big changes, which has created uncertainty about how health services will support children with SEND. In some areas, families have lost access to independent feedback services like Healthwatch.

Social Care is changing too. The government has announced new reforms to improve adult social care, including better support for disabled people to live independently, more funding for home adaptations, and improved career pathways for care workers. These changes aim to reduce pressure on the NHS and make care more joined-up – but they also mean local areas like East Riding must stay flexible and ready to adapt.

A new SEND White Paper is expected from the government in late 2025. It will likely bring major changes to funding, EHCPs (Education, Health and Care Plans), and how services are held to account. While these changes may bring improvements, they also mean we must be ready to respond quickly and work together.

Although there are a number of national challenges, it is essential that we outline our SEND Strategy now and begin moving forward. This strategy is rooted in what we can achieve together – by building a strong, joined-up local system that places children, young people, and families at its heart. If national strategies or policies require us to adjust our ambitions along the way, we are committed to being agile and responsive. Whatever lies ahead, our focus remains firmly on improving lives and raising aspirations for every child and young person in East Riding.

Together, we move forward as one inclusive system with a shared purpose.

East Riding of Yorkshire Local Area Partnership



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Co-production work

How this strategy came to be

The SEND and Inclusion Strategy in East Riding was developed through a wide-reaching and inclusive co-production process. We worked collaboratively with professionals across education, health, social care, and the voluntary sector, alongside children, young people, and families.

A key part of this process was the Big Listen consultation, which gathered over 600 responses and included pop-up events across the region. The feedback directly informed the strategy's priorities, highlighting the importance of early identification of needs, strong transitions, and ensuring the right number of settings in the right places.

We also engaged through face-to-face meetings, virtual events, school visits, youth groups, and connected with families in Elective Home Education (EHE) and Education Other Than At School (EOTAS), ensuring a broad range of voices were heard. This strategy reflects real experiences and shared ideas from across our communities. It is grounded in the belief that SEND is everyone's responsibility, and shaped by transparency, partnership, and a commitment to ongoing improvement.

600+

Big Listen survey responses

7

evening virtual sessions

10+

schools / colleges and groups visited

75+

children and young people spoken to directly

8

face-to-face sessions

Over 100 participants from a range of backgrounds

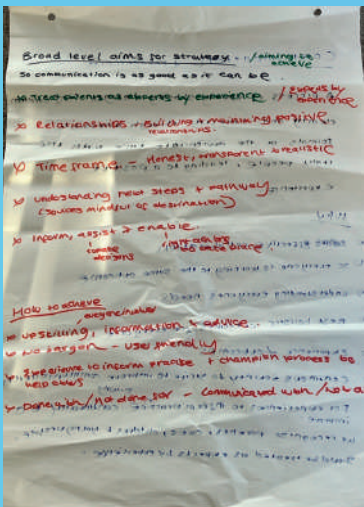
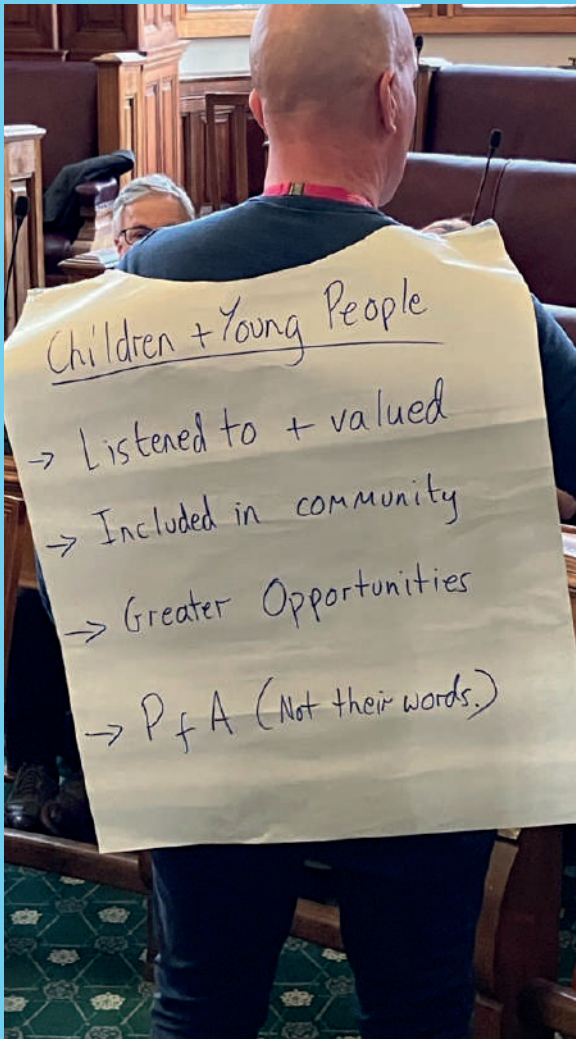
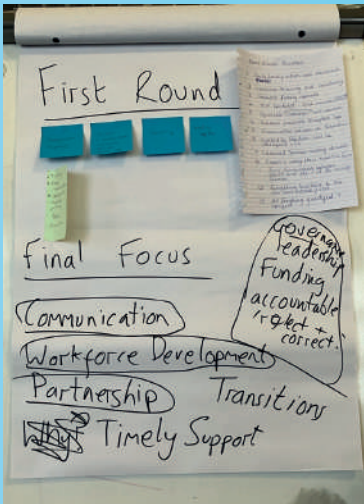
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pop-up events with over 150+ people spoken to and engaged with directly

Listening, learning, and using data to make a difference (data and intelligence led)

To make the right decisions and provide the best support, we need to understand what children, young people, and families really need. We use information and data from lots of different places, like health services, schools, the council, community and voluntary groups, and national research. All of this helps us see what's working well and where we can do better.

But the most important information comes from you, the real experiences of children, young people, and families. Your voices help us shape our plans and make sure support is right for everyone. By bringing all this together, we can build a system that truly includes everyone and makes a real difference to people's lives.



Children and young people's voices

We engaged directly with children and young people across a range of educational settings. This included mainstream schools (with SEN support or EHCPs), enhanced resource provisions, and special schools.

To ensure their voices were central to shaping future support and services, we collaborated with The Young Leaders of the East Riding (TYLER) group to co-design the questions. These focused on learning experiences, access to resources, teaching quality, emotional wellbeing, and aspirations for the future.

Their ideas have had a significant impact on the key aims and priorities in our new draft Local Area SEND Strategy. Here is what they said:



Feeling heard and valued

- Some children feel they don't get a turn to speak or share ideas in class
- Nervousness and lack of confidence can prevent children from voicing opinions
- Positive experiences were noted where staff actively listen and respond.

"Teams finish activities before I get started and feel like other children don't let me speak. I just want to be heard too."
— Jason, age 7

"I don't always get a turn in class and that makes me feel like my voice doesn't matter."
— Adam, age 7

"Having a laptop really helps me when I need to write longer pieces. It makes writing easier and helps me share my ideas more clearly."
— George, age 9



Learning environment and support

- Adaptations and tailored support at specialist provisions (e.g. ARC, St Anne's) were praised
- Children highlighted the importance of understanding EHCPs and neurodiversity
- Sensory tools (e.g. ear defenders, wobble cushions, fidget cubes) help concentration
- Smaller, quieter spaces and emotional support areas (e.g. SWAY) are valued.

"I hope to return here as a future career prospect to help support other children and young people with SEND."
— Rosie, age 17

"When things get tough, I go to ELSA, Emotional Literacy Support Assistant, which really helps me work through how I am feeling and it makes a big difference."
— Rosie, age 17

"Using a fidget cube or blue tack gives me something to focus on with my hands, which helps me concentrate better in class. It keeps me calm and ready to learn."
— Adam, age 7



Emotional wellbeing and safety

- Many children feel safe at school and know who to go to when worried
- Some children feel excluded during group activities or games
- Emotional support staff and peer friendships play a key role in wellbeing.

"School feels like the safest place in the world to me. When I'm here, I know I'm looked after and nothing bad will happen."
— Archie, age 7



Enjoyment and engagement

- Break times, lunch, PE, and creative subjects like art and drama are most enjoyed
- Some children find lessons boring or tiring, especially when not adapted to their needs
- Clubs and extracurricular activities are appreciated and contribute to confidence.

"I don't like loud noises – they make me feel upset. I know where my ear defenders are, but sometimes I forget to use them. I wish it was quieter so I could feel better."
— Jason, age 7



Future aspirations

- Older pupils expressed excitement and readiness for transitions to college or secondary school
- Aspirations include careers in animal care, construction, history, and computer science
- Support during transitions (e.g. visits to future schools) helps reduce anxiety.

Recommendations from children and young people

- Increase understanding of neurodiversity and SEMH needs among mainstream staff
- Ensure all children have opportunities to share their ideas and participate
- Provide more sensory and emotional support tools in classrooms
- Expand access to disability-friendly social groups and activities
- Support transitions with visits and tailored guidance.

"I like home time because I get to relax, watch TV, and play. It's something I look forward to after school."
— Seth, age 8

"I want to study history and computer science because I'm curious about the past and excited about technology. It's part of my plan for the future."
— Kristian, age 13

SEN and contextual overview

1,000 square miles	Bridlington largest town	18 secondary schools
3 special schools	2 FE colleges	40,102 total pupils (March 2025)
75km coastline	Beverley, Goole other major towns	3,743 EHCP pupils
£3,564 per pupil SEND funding (Camden)	£8,397 DSG funding (East Riding)	50 - 79% rural population
4 maintained nurseries	5, 426 SEN support pupils	£13,255 DSG funding (Camden)
Up to 10 years life expectancy gap	333 settlements	124 primary schools
£908 per pupil SEND funding (East Riding)	97% white ethnicity	1% service pupils

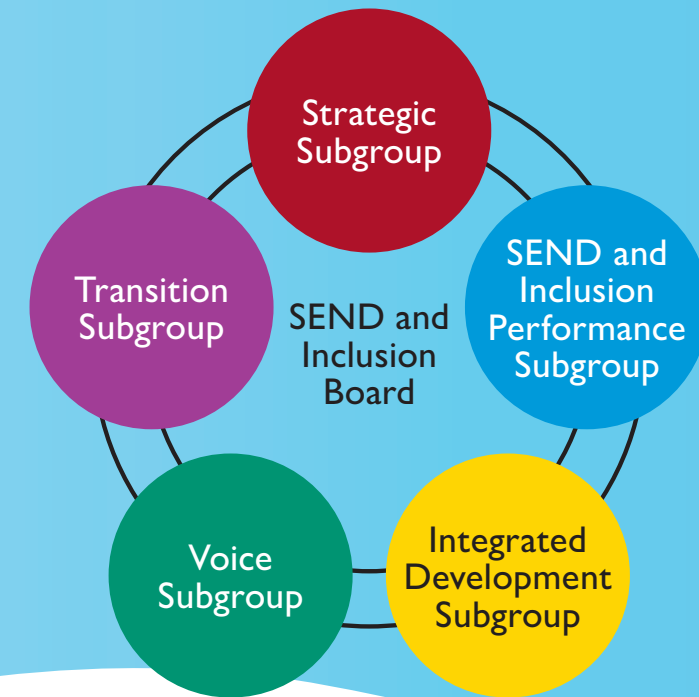


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How is the progress of the strategy and Improvement Plan monitored?



To ensure effective oversight, the SEND and Inclusion Board is supported by a number of subgroups, each with specific areas of focus and associated workstreams. These subgroups are:

Strategy timeline 2026 - 2031



Strategic Group

Responsible for reviewing progress and overseeing the development and implementation of strategies and improvement plans.

Performance Group

Focuses on analysing SEND-related data, including the number of plans, waiting lists, and the quality of services. The group also monitors actions being taken to drive improvement.

Integrated Development Group

Concentrates on training and development opportunities for the workforce across Health, Education, and Early Years. It also supports training and resources for parents and young people.

Voice Group

Leads on co-production and engagement activities, gathers feedback from the Local Offer, and helps develop new resources and information. This group ensures the voices of children, young people, families, and the wider community are heard and fed back to the SEND and Inclusion Board.

Transition Group

Focuses on key transitional stages in a young person's life, such as Early Years to Primary, Primary to Secondary, Preparing for Adulthood, Post-16 options, short breaks, and Education Other Than at School / Alternative Provision.

Things that will make the strategy work

(these support all priorities and apply across all areas)

Co-production at the heart

- Actively involve children, young people, families and professionals at every stage
- Value lived experiences and use them to shape services and decisions
- Make co-production a way of working – not a one-off exercise
- Share power, responsibility, and outcomes together.

Data and intelligence led

- Use data and evidence to understand needs and identify gaps
- Combine lived experience with data to guide decision making
- Monitor progress and outcomes regularly
- Adapt plans based on what the data and people's experiences tell us.

Clear and honest communication

- Use simple, consistent, and accessible language
- Share information in ways that everyone can understand
- Be transparent about timelines, challenges, and plans.

Inclusive practice and equal access

- Support everyone, wherever they live or learn
- Recognise and respond to different needs and experiences
- Embed inclusion in everyday practice, not just policies.

Feedback and continuous improvement

- Listen carefully to feedback and act on it
- Tell people what has changed as a result
- Make it easy for families and young people to give feedback at any time.

Learning and workforce development

- Provide ongoing, high-quality training for all staff
- Make it easy for families and young people to give feedback at any time
- Use real stories and experiences to bring training to life.



1. Governance



How things are checked

Definition

In the East Riding, governance means that different organisations work together to oversee and take responsibility for making things better for children and young people with SEND. Good governance helps everyone stay focused on improvement and getting better results, with clear leadership that always puts children and young people first.

"We need clear and transparent decision making processes so we can trust that our children's needs are being prioritised."

"Knowing who is responsible for what helps us understand how things work and who to turn to for support."

"Sometimes the other children don't let me join in. I want to be included in everything, not left out"
– Krzysztof, age 10

Why governance matters

- **Clear and open decisions:** Everyone agrees that decisions should be made in a clear and open way, so they can be questioned and improved
- **Knowing who does what:** It's important to know who is in charge of which tasks, whether it's one person, a team, or an organisation
- **Being accountable:** People feel that there should be stronger ways to make sure responsibilities are carried out properly
- **Real changes:** People want to see real improvements, and strong governance will help make sure those changes happen.

Our vision

In the East Riding, we want to build a clear and open system where everyone knows their role and takes responsibility. By working well together, we aim to support all children and young people with SEND to thrive and reach their full potential in inclusive settings.

"Sometimes I want to and don't speak up as I feel nervous. I need help to share my ideas"
– Imogen, age 9

The above quotes highlight the importance of inclusive decision making and ensuring every child feels heard and involved.

1.1 Shared strategic plan ('road map')

- Make a shared plan that sets out goals for children and young people with SEND
- All partners should follow this plan to move in the same direction
- Use the plan to guide decisions and actions
- Review and update the plan regularly to meet changing needs.

1.2 Plans made together

- Create improvement plans with children, families, and professionals
- Base these plans on real-life experiences and shared values
- Make sure everyone understands the goals
- Show how people can play their part in the plan.

1.3 Clear roles and responsibilities

- Clearly explain who is responsible for what
- Avoid overlaps and missed tasks
- Make sure accountability is part of all improvement work.

1.4 Open procedures

- Make processes easy to understand and follow
- Explain why things are done a certain way to build trust
- Keep reviewing and simplifying processes to make them more user-friendly
- Make things open and clear to encourage teamwork.

1.5 Using resources wisely

- Use resources where they're needed most
- Match spending to goals and needs
- Check if resources are being used well
- Involve all partners in planning how resources are used.

1.6 Clear roles and responsibilities

- Get the wider community involved in SEND work
- Help people understand SEND and how to support it
- Encourage local support groups and initiatives
- Build strong connections between families, services, and the community.

How we'll know we're making a difference

- **Clear decision making:** We will carry out regular checks to make sure decisions are made clearly and share updates with the community
- **Clear roles:** We will check if everyone understands their roles, both inside services and in the wider partnership
- **Reaching our goals:** We will use measurable targets to check if we're meeting our aims and regularly review progress.

2. Culture



How things are done

Definition

In the East Riding, culture means the shared values and ways of working that everyone – services, communities, and organisations – agree on. It shapes how people treat each other, work together, and make decisions. This shared culture grows over time through teamwork and clear, consistent messages. It helps everyone feel connected and work together to support children and young people with SEND and their families.

Why culture matters

- **Shared understanding:** When everyone shares the same values and goals, they feel safe to be honest, ask questions, and work together better
- **Valuing voices:** The views of children, young people, families, and professionals help shape how we improve things
- **Easy access:** Families often say it's hard to know who to contact or where to find information quickly
- **Inclusive practices:** Partners want to grow the voice of children and young people with SEND and their families to better represent all voices, especially those who are less often heard
- **Positive attitude:** Partners believe in a “can do” approach that focuses on what children and families need, not on the barriers.

“It’s crucial that information is shared effectively and without dilution, so we all feel connected and informed.”

“An inclusive approach that values everyone’s contributions makes us feel respected and heard.”

The above quotes suggest a need for more engaging, inclusive, and adaptive learning environments.

Our vision

In the East Riding, we want a culture where everyone is included and communication is open and clear. By listening to each other and working together, we create simple, clear routes across education, health, and social care that help children and families feel supported and connected.

“Art class, break time and lunch time are the best bits about being at school, where I feel most myself and included.”
– Destiny, age 9

“Sometimes I feel like all the lessons we do are boring and I want them to be more interesting and suited to how I learn.”
– Jason, age 7



2. Culture *(continued)*



How things are done

How we'll know we're making a difference

- **Access and inclusion:** We'll use surveys to check if people can find help easily and see if different groups feel included and involved
- **Building relationships:** We'll measure how many people take part in community activities and events
- **Managing timeframes:** We'll check if tasks are completed on time and if families feel the timing is realistic and helpful
- **Feeling informed:** We'll ask for feedback on how useful and clear the information is, and how confident people feel as a result
- **Real experience used in practice:** We'll use real-life stories in training and events like the SEND Conference, and track how often these are used to shape services.

2.1 Sharing key messages

- Make sure key messages are shared the same way across all services
- Avoid confusion by keeping messages clear and accurate
- Use different ways (emails, posters, videos, etc.) to share information
- Repeat important messages so everyone stays informed.

2.2 Inclusive way of working

- Remove barriers so everyone can take part
- Make sure all voices are listened to equally
- Give everyone a chance to help plan and make decisions
- Build trust by making actions fair and open.

2.3 Using what we do well

- Find and share examples of what's working well
- Celebrate local successes to encourage others
- Use strengths to improve how services work
- Learn from each other to keep improving.

2.4 Fairness and consistency

- Make sure access to services is fair, no matter where you live
- Apply the same good standards everywhere
- Fix any unfair differences across areas
- Check regularly that all families are being supported fairly.

2.5 Working together across services

- Join up work between education, health, and care
- Cut down on repeated work and improve efficiency
- Focus on getting good value while keeping support high quality
- Build stronger teamwork across different agencies.

3. Communication



How things are shared

Definition

In the East Riding, communication is understood as a two-way process of openly sharing dialogue and information, clearly and honestly, through accessible formats, at the appropriate time, with the right people. This leads to a positive experience and the best holistic outcomes for everyone involved.

Why communication matters

- **Understanding needs:** Good communication helps everyone – families, professionals, and young people understand each other's needs
- **Better outcomes:** Communication helps everyone work together to give the best support throughout a child's journey
- **Solving problems:** With so many challenges in SEND, strong communication helps tackle issues
- **Valuing expertise:** Children and young people with SEND should be seen and heard. Parents and carers are experts in their experiences and should help shape services
- **Need for improvement:** Communication between services doesn't always work well. Everyone agrees we must keep improving so that needs are properly met.

Our vision

In the East Riding, we commit to clear, jargon-free communication that builds trust, sets realistic expectations, and empowers everyone involved. By sharing experiences, listening carefully, and continuously improving our practice, we foster an informed, engaged, and supportive community.

At the heart of everything we do is the child, young person, and their family. We recognise that those with additional needs may face extra barriers, and it is our responsibility to work alongside them to overcome these challenges without adding to their stress. Our focus remains firmly on improving lived experiences and outcomes for children and young people with SEND.

3.1 Clear and honest timeframes

- Share realistic timeframes so families can plan with confidence
- Keep families informed at key stages and provide reassurance when there are delays or pauses in progress
- Set expectations that reflect what services can realistically deliver
- Coordinate across services to ensure families receive consistent messages.

3.2 Accessible, co-produced communication

- Share clear, timely information in plain language to support decision making
- Co-produce practical, inclusive resources with families, young people, and professionals
- Use a mix of digital tools; texts, emails, online Q&As and virtual drop-ins to stay connected
- Keep platforms like the Local Offer accessible, mobile-friendly, and regularly updated
- Involve families and young people in testing and improving communication tools
- Offer practical advice that empowers families to take action and feel supported.

3.3 Reaching every family

- Proactively reach families who move frequently, home educated, or speak different languages
- Provide translated materials and easy-read formats to meet diverse needs
- Work with trusted community partners; schools, support groups, and local services to share information
- Use a mix of communication methods: online, in person, and through local networks to ensure broad reach.

3.4 Supporting young people's voice

- Offer flexible ways to participate, workshops, peer support, informal chats
- Use communication tools that suit individual needs, including visual aids, symbols, and assistive technology
- Embed young people's voices in decision making processes at every level.

3.5 Listen, learn and adapt

- Create regular opportunities for feedback from families, young people, and professionals
- Use feedback to improve how and what we communicate
- Share back what's changed as a result, so everyone feels heard and valued.

3. Communication *(continued)*



How things are shared

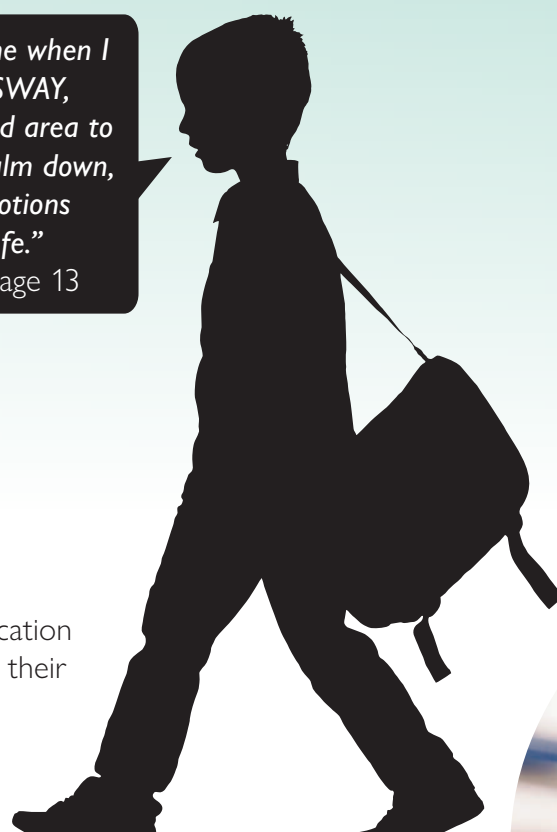
How we'll know we're making a difference

- **Better relationships:** Fewer complaints about communication. More positive comments from families, carers and partners. Stronger trust and collaboration across services
- **Realistic timelines:** Projects and responses are delivered on time. Improved tracking through internal systems and performance data. Fewer delays reported by families and professionals
- **Helpful information:** More communication materials are reviewed and simplified. Increased attendance at information sessions. Higher satisfaction with the clarity and usefulness of guidance
- **More involvement:** Greater diversity of families, carers, and community groups involved in shaping services. More young people with SEND participating in decision making. Wider use of co-produced materials and feedback informed improvements
- **Ongoing feedback and learning:** Feedback gathered regularly through surveys, focus groups, and informal conversations. Communication tools and messages reviewed and adapted based on what people tell us. Clear reporting on what's changed as a result of feedback closing the loop with families and partners.

"Effective communication builds trust and helps us feel engaged and informed about our children's progress."

"Clear, jargon-free information makes it easier for us to understand and navigate the support available."

"It helps me when I can go to SWAY, a supported area to help me calm down, control emotions and feel safe."
– Kristian, age 13



The above quotes show how communication and sensory tools help children manage their environment and feel understood.

"I have a wobble cushion that has circles that stick into my clothes and ear defenders to help me concentrate."
– Sophie, age 8



4. Partnerships



How we work together

Definition

In the East Riding, partnerships mean that everyone who supports children and young people with SEND – like families, schools, health services, and care professionals – works together to get the best outcomes. These strong partnerships are built on trust, shared goals, and respect.

Why partnership matters

- **Avoid repeating stories:** Families often have to explain their situation to many services. Better partnerships can reduce this by improving how services talk to each other
- **Focus on the child:** Partnerships only work if children and young people are at the centre. Building trusting relationships with families makes sure their voices are heard
- **Good practice and law:** Working together isn't just helpful – it's required by law. It can happen through official groups or through everyday teamwork.

Our vision

In the East Riding, we want everyone – families, schools, health and care professionals, and the community – to work together with shared values and trust. Our goal is to build a strong, supportive team around each child, so they feel understood, listened to, and well supported.

By working as one team, we can give every child and young person with SEND the best chance to succeed, feel included, and reach their goals.



“Speech and language support makes a big difference when it's part of my learning.”
– Zack, age 8

“Support staff help me to learn. Family, friends and teachers also help me most in my life.”
– Josh, age 8

4.1 Create a clear list of all partners

- Make a simple up-to-date directory of services and role across education, health and care
- Make sure it is easy to access for families and professionals
- Use this to support joint working and better outcomes for children.

4.2 Choose a lead professional for each child

- Set up a clear system to choose a lead professional based on the child's main need
- Give families a single point of contact throughout their journey
- Make sure this person helps coordinate support and stays involved
- Check regularly to make sure the system is fair and working well.

4.3 Use data and feedback to improve

- Collect information through surveys and reviews
- Use what we learn to make services better
- Share the results so everyone sees how feedback is used
- Keep the loop going – collect, act, and share again.

How we'll know we're making a difference

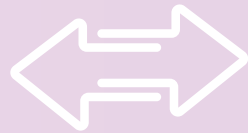
- **Clear directory:**
The “Who's Who” section on the Local Offer is kept up-to-date. We track how well people understand roles – especially families and young people
- **Lead professionals:**
We track how many children have a lead professional and how long it takes from referral to assignment
- **Using feedback:** We monitor how many families give feedback and what actions we take in response (using the “You Said, We Did” model.)

“Strong partnerships mean we don't have to keep retelling our story to different services. It makes the process so much smoother.”

These quotes reflect the importance of joined up support across education, family, and specialist services.

“When professionals understand each other's roles, it leads to faster responses and better support for our children.”

5. Transitions



How we support change

Definition

In the East Riding, “*transition*” means any big change in a child or young person’s life between ages 0-25. This could be moving from nursery to school, from children’s to adult services, or into work or college. These changes need careful planning and support so that young people feel prepared and confident.

Why transition matters

- **Child at the centre:** It’s important that children and young people are involved in decisions during these changes
- **Better planning:** Sometimes services don’t share information well, and planning is inconsistent
- **Extra challenges:** Children with SEND may face more challenges during transitions and need more support
- **Being prepared:** Families need clear information and help to be ready for each stage
- **Right support:** With the right support and high hopes, most children can succeed in adulthood.

5.1 Better joined-up systems

- Use shared systems with common values across education, health, and care
- Improve how services share information
- Support joined-up working across agencies
- Regularly check that systems are working well.

5.2 Clear transition steps

- Set up clear pathways between different levels of support (like SEN Support to EHCP)
- Support smooth moves from one stage to the next (e.g. school to college)
- Start planning early with families and young people
- Track how well transitions go and use feedback to improve.

5.3 Show all options clearly

- Provide information about all education and care options
- Include early planning for adulthood (PfA)
- Provide tailored support for special groups (e.g. children from military families)
- Help families make choices with clear and easy-to-understand info.

5.4 Spot SEND early

- Use consistent ways to identify SEND at all education stages
- Train staff to recognise SEND early and accurately
- Compare local data to national figures
- Use this data to plan better support.

5.5 Keep EHCP data up-to-date

- Regularly review support plans to make sure they reflect current needs
- Include the young person’s views and future goals
- Share updated data with all involved services
- Use it to guide planning and funding.

5.6 Year 9 reviews

- Hold annual person-centred reviews for Year 9 pupils with EHCPs
- Focus on future plans and life skills
- Involve the young person and family fully
- Bring together input from all relevant services.

5.7 Work with the voluntary sector

- Build strong links with charities and local organisations
- Make sure families and professionals know what support is available
- Include third-sector partners in meetings and planning
- Track how many families use this support and what difference it makes.



5. Transitions *(continued)*



How we support change

Our vision

In the East Riding, we want children and young people with SEND to feel ready and supported during every life change. Their voice will guide planning, and families will feel involved. All services will work together, using clear plans and strong relationships to make each transition smooth, positive, and meaningful.

How we'll know we're making a difference

- **Clear transition steps:** More children have plans ready two terms before a move. More successful transitions
- **Up-to-date plans:** EHCPs updated on time, including children's own voice
- **Third-sector support:** More families using support from charities. More partnerships in place.

"Effective transition planning is essential. We need to feel prepared and supported as our children move through different stages."

"Having a range of options and pathways helps us feel confident that our children will have the support they need at every step."

These quotes show readiness for change and the importance of tailored transition planning.

"We all learn in our own ways and have strengths in different areas."
– Reuben, age 13

"I'm excited to attend Bishop Burton College and work with horses or a brick laying course."
– Rosie, age 17



6. Timely support



How we will help at the right time

Definition

In the East Riding, timely support means giving children and young people the help they need, when they need it – without having to wait for a diagnosis or face delays. It includes quick and joined-up support from education, health, and care services.

Why timely support matters

- **Better outcomes:** Early Help improves learning and life chances
- **Stops problems growing:** Early support prevents bigger issues later, like mental health challenges or exclusion
- **Supports families:** Delays create stress. Quick support builds trust
- **Legal duty:** The law says needs must be met quickly
- **More efficient:** Early Help saves time and money later
- **Fairness:** Fast support gives everyone a fair chance to succeed.

Our vision

Children and young people with SEND should get the support they need without waiting for a formal diagnosis. Services will work together and be easy to access. Families won't have to repeat their story, and help will be based on need, not labels. With the right support at the right time, every child can thrive.

"Receiving the right support at the right time can make a huge difference in our children's development and wellbeing."

"School makes me feel tired. But even when I'm struggling I know I can talk to any member of staff, and they will help."
– Austin, age 7

6.1 Make inclusion part of the culture

- Treat inclusion as a core value in every service
- Expect every professional to support inclusion
- Build it into daily practice and decision making.

6.2 Strengthen family help

- Make sure Family Help is clear and available in all services
- Promote it so families and staff know how to access it
- Offer help as soon as signs of need appear
- Focus on preventing problems, not reacting late.

6.3 Needs-based support

- Give support based on need – not diagnosis
- Provide help quickly when it's needed most
- Be flexible and ready to adapt when needs change.

6.4 Support while waiting for assessment

- Don't delay support just because a child is waiting for assessment
- Give help based on needs right away
- Use short-term strategies so no one goes without support.

6.5 Fair access everywhere

- Make sure support is the same quality no matter where families live
- Share resources fairly
- Reduce gaps in access and make support equal for all.

"It's hard to meet SEMH needs when there are so many people packed into a small room. The environment is too busy and overwhelming and it makes it hard for teachers to keep up."
– Daisy, age 14

"Early interventions prevent challenges from becoming significant barriers and help our children thrive."

How we'll know we're making a difference

- **Inclusion:** More settings using inclusive practice; fewer complaints about lack of inclusion
- **Early Help:** Increase in Early Help referrals and fewer cases needing more serious intervention
- **Quick support:** More children get help before diagnosis; more timely responses to referrals
- **Fair access:** Yearly review shows reduced gaps across different areas.



7. Learning, development and impact



How learning leads to growth and real results

Definition

In the East Riding, learning, development, and impact means offering training, support, and guidance for everyone involved – children, families, staff, and partners – so they can grow, gain new skills, and improve services. This helps create lasting positive changes and better results for all.

Why learning, development and impact matters

- **Keeps us current:** Training helps everyone keep up with changing needs
- **Builds skills:** All staff should have the chance to learn and grow
- **Shows commitment:** A strong learning culture shows we care about doing better
- **Helps CYP thrive:** Well-trained staff give better support to children and families
- **Raises confidence:** Training makes people feel more confident and motivated
- **Supports quality:** Shared learning creates more consistent, high-quality services
- **Encourages innovation:** A learning culture supports creative thinking and problem-solving
- **Drives improvement:** Ongoing learning helps everyone aim higher and do better.

7.1 Build a strong training base

- Start SEND training early – in teacher training and beyond
- Give clear, direct training, not just messages passed along
- Make training consistent and open to everyone
- Create a central place for all training materials and guides.

7.2 Make learning real and useful

- Connect training to real-life experiences
- Begin every session with a story from someone with lived experience
- Encourage active participation – not just passive listening
- Offer both online and in-person options.

7.3 Create a positive learning culture

- Promote inclusive, values-based attitudes in the workforce
- Hire people who are kind, understanding, and want to support children
- Make learning part of the job – not just a box to tick.

7.4 Be clear about responsibility and funding

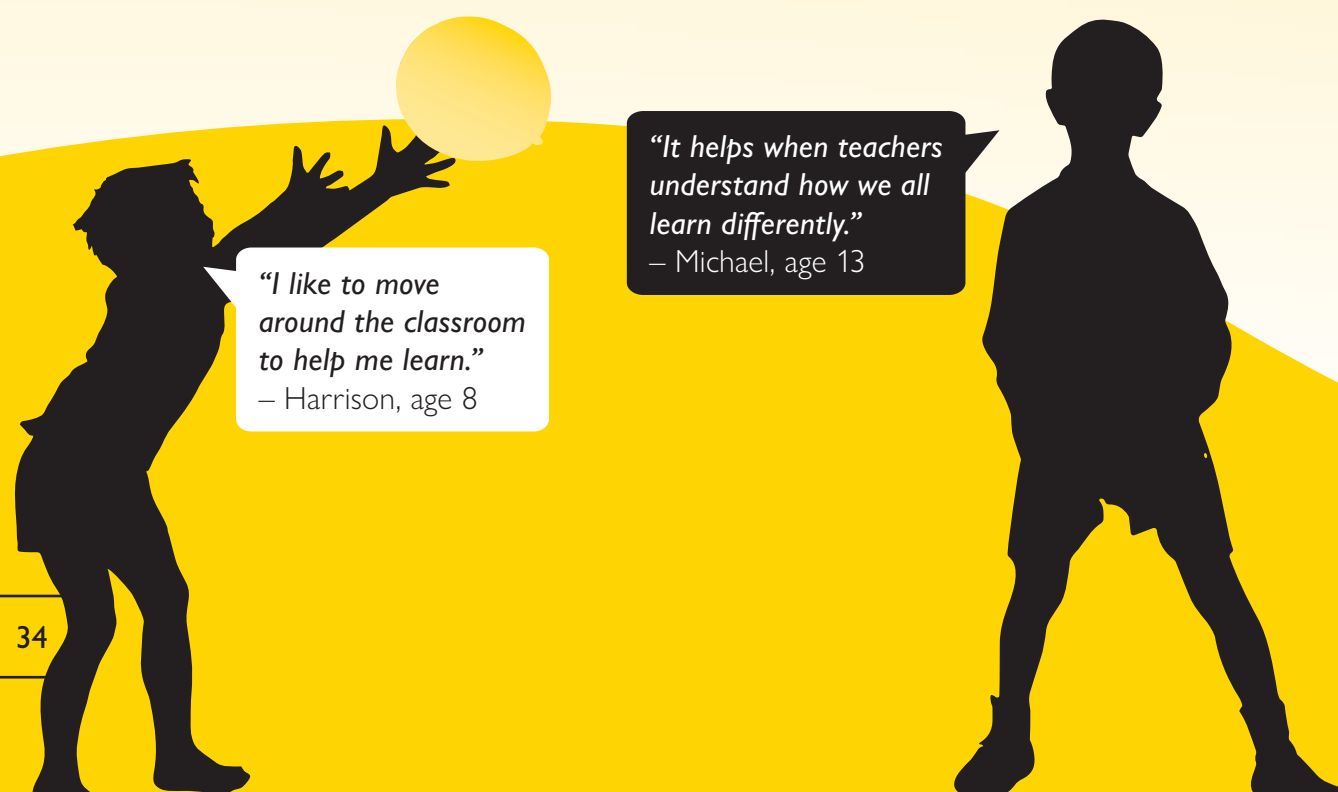
- Identify who's in charge of training in each agency
- Secure shared funding for staff development
- Check whether training is making a real difference, not just if people attended.

7.5 Promote inclusion in the community and careers

- Make sure everyone can access training – including children and young people, families and employers
- Teach about neurodiversity in schools and workplaces
- Encourage inclusive internships and jobs for young people with SEND.

7.6 Spot needs early and keep improving

- Train staff to notice SEND needs early
- Use feedback to keep training useful and up to date
- Regularly update training based on what works best.



"I like to move around the classroom to help me learn."
– Harrison, age 8

"It helps when teachers understand how we all learn differently."
– Michael, age 13



"I feel proud of myself when I have finished my learning."
– Melia, age 6

7. Learning, development and impact *(continued)*



How learning leads to growth and real results

Our vision

We want East Riding to be a place where learning is for everyone, at every stage of life. Whether you're a young person, parent, teacher, or professional, there should be support to help you grow and succeed. By encouraging curiosity, skill-building, and inclusion, we create a future where everyone can reach their full potential.

"Continuous learning and development for professionals ensure that our children receive the best possible support."

"Training that includes real life experiences of children and families makes the learning relevant and impactful."

These quotes reflect the value of creative and meaningful learning experiences.

How we'll know we're making a difference

- **Fair access:** Less variation across areas. More equal funding and outcomes
- **Strong training foundation:** More staff and parents accessing and benefiting from training
- **Relevant learning:** More lived experiences used in sessions. High staff satisfaction with training
- **Positive culture:** Higher empathy and retention rates. More staff choosing to continue learning
- **Clear responsibility:** Named leads for training. Shared budgets. Impact reports published yearly
- **Inclusive careers:** More employers involved in inclusive training. More supported internships
- **Continuous improvement:** Regular updates to training. More feedback-led changes. More staff trained in early identification.



How will we know we have made a difference

Governance

- **Clear decision making:** We will carry out regular checks to make sure decisions are made clearly and share updates with the community
- **Clear roles:** We will check if everyone understands their roles, both inside services and in the wider partnership
- **Reaching our goals:** We will use measurable targets to check if we're meeting our aims and regularly review progress.

Culture

- **Access and inclusion:** We'll use surveys to check if people can find help easily and see if different groups feel included and involved
- **Building relationships:** We'll measure how many people take part in community activities and events
- **Managing timeframes:** We'll check if tasks are completed on time and if families feel the timing is realistic and helpful
- **Feeling informed:** We'll ask for feedback on how useful and clear the information is, and how confident people feel as a result
- **Real experience used in practice:** We'll use real-life stories in training and events like the SEND Conference, and track how often these are used to shape services.

Communication

- **Better relationships:** Fewer complaints about communication. More positive comments from families, carers and partners. Stronger trust and collaboration across services
- **Realistic timelines:** Projects and responses are delivered on time. Improved tracking through internal systems and performance data. Fewer delays reported by families and professionals
- **Helpful information:** More communication materials are reviewed and simplified. Increased attendance at information sessions. Higher satisfaction with the clarity and usefulness of guidance
- **More involvement:** Greater diversity of families, carers, and community groups involved in shaping services. More young people with SEND participating in decision making. Wider use of co-produced materials and feedback informed improvements
- **Ongoing feedback and learning:** Feedback gathered regularly through surveys, focus groups, and informal conversations. Communication tools and messages reviewed and adapted based on what people tell us. Clear reporting on what's changed as a result of feedback closing the loop with families and partners.

Partnerships

- **Clear directory:** The "Who's Who" section on the Local Offer is kept up-to-date. We track how well people understand roles – especially families and young people
- **Lead professionals:** We track how many children have a lead professional and how long it takes from referral to assignment
- **Using feedback:** We monitor how many families give feedback and what actions we take in response (using the "You Said, We Did" model).

Transitions

- **Clear transition steps:** More children have plans ready two terms before a move. More successful transitions
- **Up-to-date plans:** EHCPs updated on time, including children's own voice
- **Third-sector support:** More families using support from charities. More partnerships in place.

How will we know we have made a difference *(continued)*

Timely support

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Learning, development and impact

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Working together for change

This strategy has been co-produced with a wide range of partners, including parents, carers, children and young people, education settings, health professionals, the local authority, and community organisations.

Your voices, experiences and ideas have helped shape our shared vision for SEND and inclusion across the East Riding – and we're incredibly grateful for every contribution.

We know this is just the beginning. Creating a truly inclusive area is a journey we're on together, and we want to keep listening, learning, and improving as we go.

If you'd like to:

- Find out more about this strategy,
- talk to someone about what it means for you or your family,
- or get involved in future conversations and developments, please get in touch with:

Steve Owen @ steve.owen@eastriding.gov.uk

You can also find more information, resources and support on the East Riding Local Offer website:

[eastriding.gov.uk/local-offer](https://www.eastriding.gov.uk/local-offer)

Together, we're building an East Riding where everyone can thrive.



Thank you for being part of the journey. ♥



Notes

I've added a notes spread here as booklets need to be multiples of 4 (page count wise) to be printed. Please let me know if you'd like this changed.

[illegible]This image shows a single page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's part of a bound notebook or folder.

This document can be made available in other languages or formats if required. To request another format, please contact us on  XXXXXX or  XXXXXX

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