

Early Years Network Meeting

Tuesday 14th July 2026

18:30 – 20:30



Agenda:

- Welcome with Sarah Kynaston
- Shropshire's Growth Hub
- Successful Apprenticeships With Lucy Upton
- Best Start in Life update with Rosie Boardman
- Safeguarding update with Charlotte Percival
- Stoke Speaks Out – EYSSO's
- EYIAF with Heidi White
- SEND reform - Sarah Court

SHROPSHIRE
GROWTH
HUB 



SHROPSHIRE GROWTH HUB

Working Together for Shropshire's Businesses

The logo for Shropshire Growth Hub is displayed within a light yellow circle. It features the word "SHROPSHIRE" in a small, black, sans-serif font at the top. Below it, the words "GROWTH" and "HUB" are written in a large, bold, black, sans-serif font. To the right of "HUB" is a stylized black symbol resembling a three-pronged fork or a stylized letter 'F'.

SHROPSHIRE
**GROWTH
HUB** 

Team of Two

Supported by a team of
business specialists



Minimal Means, Maximum Reach

Limited resources
Government funded
Success measured in outputs



Collaboration

The biggest successes
come from
collaboration

SHROPSHIRE GROWTH HUB - WHAT WE DO



BUSINESS 1-2-1S

Online or in-person



EVENTS & NETWORKING

Start-up Workshop

Coffee and Connect
Morning



Business Support

Advice and Signposting

SHROPSHIRE GROWTH HUB - WHAT WE DO



BUSINESS ASSISTS

2/3/6 hour funded business specialist support (subject to availability)



WORKSHOPS

Business Takeaway Workshops – from marketing to business planning



Hub Highlights

Fortnightly newsletter: grant funding alerts, events, support packages etc.

SHROPSHIRE GROWTH HUB - WHAT WE DO

Business Growth Service

Find the right support for your business

Every business benefits from easy access to trusted information, expertise and services. Tell us what stage you're at to get started.

[Business.gov.uk](https://business.gov.uk) - Find the right support for your business

Business Academy

Business Academy

Business Academy's live events and on-demand videos connect you with expert support and help you master new skills for your business.



[Sign up to book events and watch on-demand videos](https://business.gov.uk/business-academy)

[Business Academy - business.gov.uk](https://business.gov.uk/business-academy)

HOW CAN WE COLLABORATE?

Share Growth Hub opportunities with your networks

Identify local businesses that could benefit from our support

Co-host events or workshops in your towns to increase engagement

OUTCOMES THAT MATTER

Helps us demonstrate impact and reach more businesses

Encouraging economic growth and collaboration at a local level

Shared resources = better value and higher impact

LET'S CONNECT

ANNA SADLER & RUTH WESTWOOD

- Email: growthhub@shropshire.gov.uk
- Tel: **01743 250526**
- Website:
www.shropshiregrowthhub.co.uk



Lucy Upton

Successful apprenticeships



Best Start in Life Programme

- Strategy published on **7th July 2025** to bring together early years and family services to improve child development.
- Backed by **£1.5 billion over three years** to strengthen early intervention and long-term outcomes.
- Aims to help achieve the **national ambition** that **75% of children reach a Good Level of Development (GLD) by 2028**. Shropshire's target is 77% and 56% for children accessing **Free School Meals**.
- **GLD (Good Level of Development)** is the measure of whether a child in the Early Years Foundation Stage has reached the expected level of development across key areas of learning by the end of Reception.
- Funded by the DfE to develop a more integrated and accessible system of support for families, with a strong focus on early prevention.
- Combines key elements of **Sure Start, Family Hubs and Start for Life** to offer cohesive family support nationally.



[Giving every child the best start in life - GOV.UK](https://www.gov.uk/government/policies/giving-every-child-the-best-start-in-life)

What is the criteria for BSFH?

- Best Start for Family Hubs located within Shropshire's 30% most deprived communities
- Delivering a core offer of stay and play sessions, Home Learning Environment programmes, and parenting support
- Providing targeted support for children with additional needs, including dedicated Best Start in Life Practitioners
- Integrated services delivered through a single, accessible hub model
- Supporting families to access wider services through effective information, advice and signposting

Figure 2: Illustrative examples of potential network sites



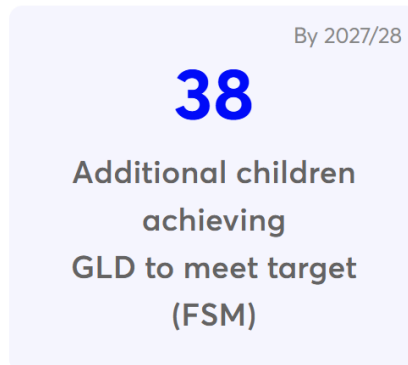


Best Start in Life Family Hubs



In 2024/25, **68.0% (1,865)** of all assessed children in Shropshire achieved a GLD in their reception year and **43.7% (135)** of children eligible for free school meals achieved a GLD. To reach your overall GLD target of **77.0%** by 2028 and your 2023/24 population, an additional **245** children would need to reach GLD.

To reach your free school meals GLD target of **56%** by 2028, an additional **38** children eligible for free school meals would need to reach GLD.



[Local needs | BSiL Playbook](#)



Best Start in Life Family Hubs

2024/25

78.4%

Communication

-9.2% vs England

2024/25

86.5%

Gross Motor

-7.0% vs England

2024/25

89.9%

Fine Motor

-3.8% vs England

2024/25

87.4%

Problem Solving

-5.5% vs England

2024/25

84.5%

Personal-Social

-7.3% vs England

At the 2 to 2.5 year health review, **65.6%** of children in Shropshire were at or above the expected level in all five areas of development (communication, gross motor, fine motor, problem solving, and personal-social skills). This is **15.8% below** the national average of 81.4%.

92.7% of children in Shropshire received the ASQ-3 as part of the Healthy Child Programme or integrated review.

[Case Study: A Longitudinal Data Study on the Ages and Stages Questionnaire 3 | Bradford Council](#)



Updates-Where are we now?

- HLE- Early Words Together opportunity
- Workstreams FFP, BSIL,SEND- opportunity to be involved
- The Lantern Hub delivery from September
- Planned BSFH opening in Oswestry and Ludlow
- Network sites Highley, Market Drayton and South Shrewsbury



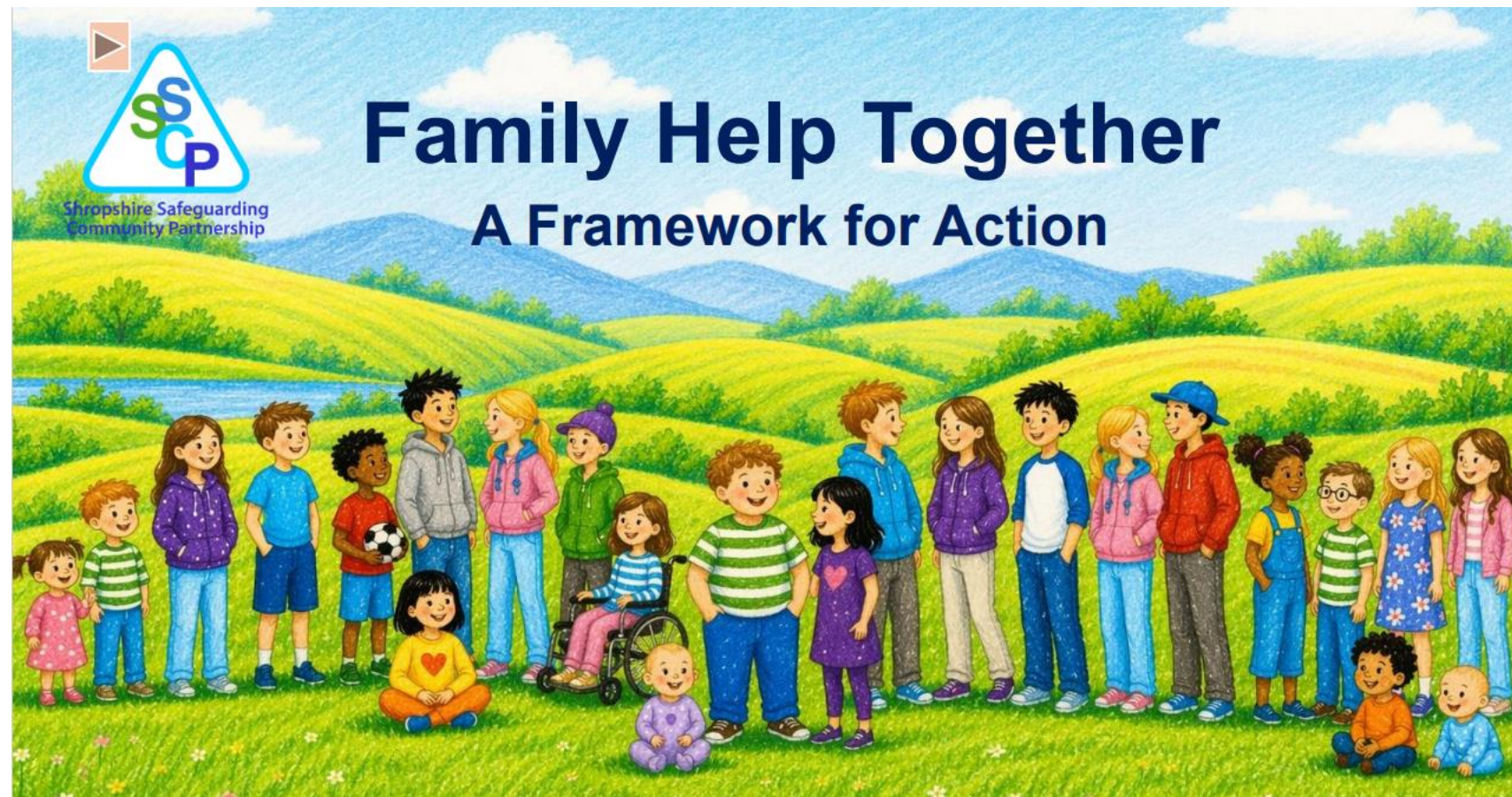
The Big Listen

- The Big Listen is a directorate-wide initiative across 2 days in August to engage with families across Shropshire. Our aim is to listen directly to children, young people, and their families, gathering their views and experiences of our services to help shape future delivery and co-design improvements.
- This is not a one-off event. We are committed to creating ongoing engagement opportunities, embedding this approach consistently across children's transformation and services to ensure we continuously capture the voices of children and families. The Big Listen forms part of a wider, sustained engagement plan.
- The aim is to first engage families, children and young people through family fun activities across 5th and 12th August to gather initial views and feedback.
- Planned digital campaign also in development.





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Shropshire Safeguarding
Community Partnership

Shropshire
Safeguarding
Community Partnership



**Click here to book onto
60-minute Webinar
Family Help Together - A Framework for Action**



**CLICK to book
Using the
Family Help
Together
Framework in
everyday
practice**

**60
minutes**

July 2026



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SSCP Learning Events – Online – Free to attend – Multiagency – Everyone Welcome



Shropshire Safeguarding
Community Partnership

Click here to book onto
60-minute Webinar
Family Help Together - A Framework for Action



CLICK to book
Using the
Family Help
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everyday
practice



The updated version of the EYFS Frameworks were published 13.07.26. KCSIE was published 07.07.26

There will be updates to the policy templates :

- Childminders Safeguarding and Protecting Children
- Early Years Safeguarding and Protecting Children
- Childminders Attendance and non-attendance
- Early Years Settings Attendance and non-attendance
- Early Years Safer Recruitment
- The Role of the Early years DSL

[Early Years and Schools Safeguarding Policies and Guidance | Shropshire Learning Gateway](#)

Early years foundation stage statutory framework

For childminders

Setting the standards for learning,
development and care for children
from birth to five

Dated: 13 July 2026
Effective: 01 September 2026

1

Keeping children safe in education 2026

Statutory guidance for schools
and colleges

For information only, this guidance
does not come into force until 1
September 2026



Both EYFS frameworks include updates around:

- The **safer sleep** requirements highlighted earlier in the year [Help for early years providers : Safer sleep](#)
- Prohibiting the provision of registered childcare where there is a [banned dog breed](#).
- Changed the expectation around allegations, to be tighter and include allegation of '**harm**' (instead of 'serious harm').
- Change relating to recruitment - volunteers, MUST have an enhanced **DBS**
 - new employees MUST have DBS before they can start work
- what providers MUST tell staff they have to disclose, as part of information that may affect their **suitability to work with children**, now includes arrests and charges.
- Providers Must have regard to [screen use guidance for early years settings](#)

Early years foundation stage statutory framework

For childminders

Setting the standards for learning,
development and care for children
from birth to five

Dated: 13 July 2026
Effective: 01 September 2026

Early years foundation stage statutory framework

For group and school-based providers

Setting the standards for learning,
development and care for children from
birth to five

Dated: 13 July 2026
Effective: 01 September 2026



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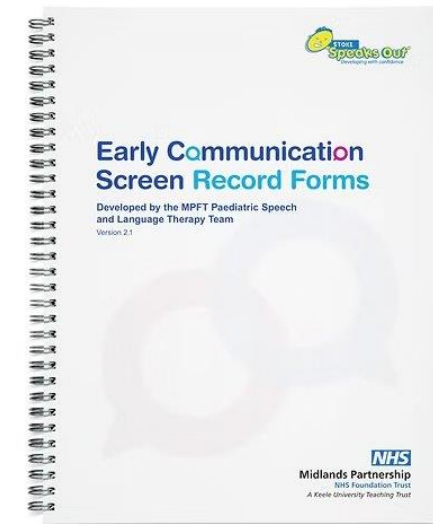
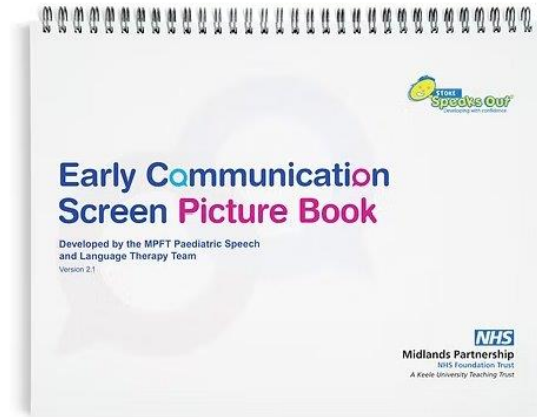
Stoke Speaks Out

Early Communication Screening Tool

Early Years SEND Support Officers

Laura Taylor

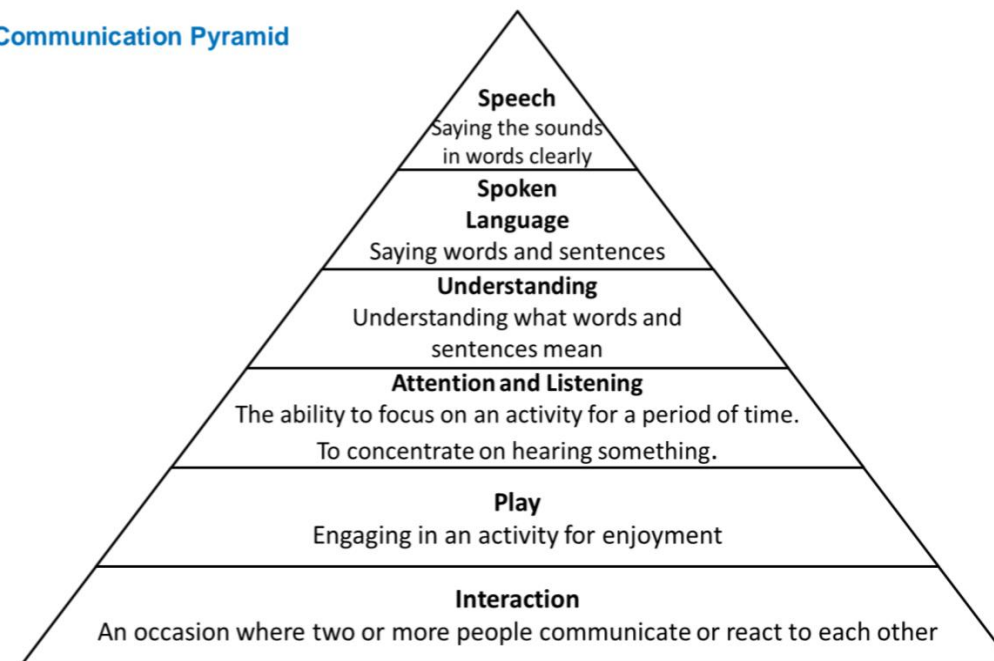
Barbara Jones



What does the Communication Screening Tool do:

- Identifies speech, language and communication needs for children from age 2.
- The screening involves doing activities with some simple resources and pictures.
- The screening tool identifies whether a child needs support with understanding and using spoken language.
- **Understanding instructions**
- **Understanding concepts and key words**
- **Using words and sentences**
- **Speech sounds (age specific)**

Communication Pyramid



Early Communication Screening Tool – What next?

The Early Communication Screen provides a snapshot of whether a child is on track or below expected levels with their language skills. Looking at which questions a child found challenging, will help to identify their needs and improve their understanding and spoken language.

This document offers suggestions from a range of resources to help support children to understand the concepts and vocabulary, which they may have found challenging during the screening.

What next?

- If scoring **green** children are at expected level
- If scoring **amber** start targeted support around the specific areas for development and monitor progress e.g. continuous provision, Early Talkers activities, implement strategies within provision, modelling and scaffolding language
- [What next guide](#)
- If scoring **red** start targeted intervention and continue to monitor in case of further referrals required

Plan-Do- Review

[Early Talkers box set](#)

[Shop | Stoke Speaks Out](#)

	Does the child ..?	Suggested storybook / rhyme	Letters and Sounds : Phase 1	Development Matters guidance
24 – 29 months of age	Point to these body parts	eyes, feet, tummy, mouth If your clothes are very red Books and Rhymes 2 Year Olds – Sheringham Nursery (sheringham-nur.org.uk)	Story sounds (p.17)	Around their second birthday, can the toddler jump with both feet off the ground at the same time?
	Understand commands containing 2 key words	Following-instructions-2-Key-Words.pdf		
	Understand concepts	big and little Dear Zoo (Rod Campbell)	Enlivening story (p.12) e.g. 3 Billy Goats Gruff	Use the language of size in everyday contexts e.g. little and big bears, shoes, cups, bowls etc.
	Understand these verbs	jump 5 little monkeys jumping on the bed Five little monkeys jumping on the bed - BBC Teach	Listen to the music (p.20)	Encourage toddlers to jump with both feet off the ground at the same time.
		sleep Sleeping bunnies Sleeping Bunnies song lyrics - BBC Tiny Happy People	Noisy neighbour 1 (p.21)	Join in with pretend play, modelling 'putting baby to sleep'.
		drink Polly put the kettle on Polly put the kettle on - BBC Teach		Start pouring their own drinks.
		eat Little Jack Horner https://www.nurseryrhymes.org/nursery-rhymes.html		Start eating independently.
		clap If you are happy and you know it Nursery Rhymes and Songs - A to Z - BBC Teach	Action songs (p.20)	Join in with children's movement play when invited and if appropriate, clapping to the music.





New Launch!

Communication Development Screen for under 2s

Name:	Age (months):	Date:
By 12 months		Mark green if always observed, yellow if inconsistent and red if not developed yet
Does the child...		
1	Watch a toy being hidden and look for it (object permanence)	
2	Sustain interest for up to a minute in looking at pictures named by an adult	
3	Know how familiar objects should be used and act this out in play e.g. try to brush own hair with a brush	
4	Show and offer toys or objects to other people	
5	Join in with give and take games e.g. rolling a ball back and forth with a familiar adult	
6	Look to where another person points	
7	Point to objects of interest then look back to an adult for a reaction	
8	Understand everyday familiar phrases such as 'clap hands', 'no' and 'bye bye'	
9	Seek to gain the attention of others to indicate their wants non-verbally e.g. reaching, put arms up when wanting to be picked up	
10	Take turns in 'conversations', babbling back to an adult or copying playful sounds e.g. 'uh oh!'	
		/10 /10 /10
Notes/Actions:		

[Resources & downloads | Stoke Speaks Out](#)



Communication Development Screen for under 2s

By 12 months	
How to check...	
Complete the screen by observing the child for a day. Make opportunities to check the skills listed using the ideas below.	
1	Watches a toy being hidden and looks for it (object permanence)
2	Sustains interest for up to a minute in looking at pictures named by an adult
3	Knows how familiar objects should be used and acts this out in play e.g. tries to brush own hair with a brush
4	Shows and offers toys or objects to other people
5	Joins in with give and take games e.g. rolling a ball back and forth with a familiar adult
6	Looks to where another person points

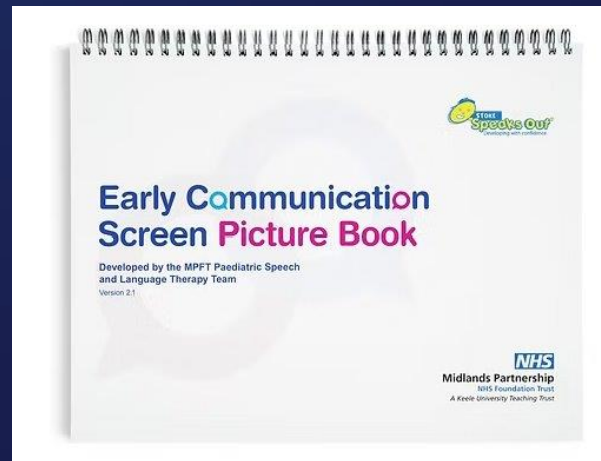
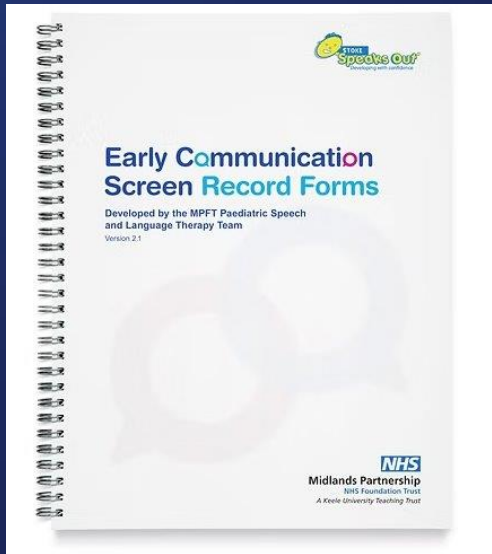
- There has been a launch recently of a tracking tool for under 2's, this can be found online (link at the bottom of this slide).
- This is more observational based and allows you to understand how to support younger children as they develop their skills



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Stoke Speaks Out

Early Communication Screening Tool



Next Training:

12th August

9.30-11.00 on Teams

On SLG now

9th November

18.00-19.30 on Teams

[CPD schedule and booking details | Shropshire Learning Gateway](#)



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Inclusive Early Years Funding



Shropshire Council Inclusive Early Years Fund Strategy, 2026 to 2027

- Funding allocation from the DfE is based on **children accessing 3-and-4-year-old universal 15 hours entitlement.**
- Providers must receive an allocation substantial enough to effect **meaningful change in inclusive practice.**
- Shropshire indicative IEYF allocation is **£195,354.95**
- DfE recommended de minimis of £1,000, **Shropshire has set this at £750** due to size of our settings as it enables more providers to access the funding. 110 (58.51%) settings would not be awarded IEYF if the recommend £1,000 de minimis was applied.
- It is recognised by government, i.e. the Early Years Minister, that childminders small number of children mean they would not attract an IEYF payment.
- Redistributed funds from settings falling below £750 has been allocated using the Income Deprivation Affecting Children Index recognising the correlation between SEND and deprivation in the early years.

The above measures mean out of 188 eligible settings, 148 (78.72%) will received IEYF instead of just 78 (41.5%).



Principles of the IEYF

- **Strategic approach:** supports setting-wide inclusive practice and supports planning for how the setting can meet the needs of children with emerging special educational needs and disabilities (SEND) today and in the future.
- **Complementary funding:** works alongside SENIF, DAF, and high needs funding, not as a replacement or top-up.
- **Whole-setting benefit:** intended to strengthen inclusion for all children across the setting, especially those with emerging SEND.

[Inclusive early years fund: best practice guidance for local authorities - GOV.UK](#)

It is designed to help settings embed inclusive practices across the whole setting.



What should the funding be used for?

Settings are already expected to be delivering inclusive provision through their core funding.

This additional funding is designed to help settings embed inclusive practices across the whole setting, such as:

- adapting the environment or curriculum
- releasing staff for training
- implementing interventions for groups of children with commonly occurring needs



Examples of how IEYF maybe used in practice

Building workforce knowledge of inclusive practice

Funding can support inclusion training, SENCO coaching, and staff release time to improve universal practice for all children, including those needing additional support.

Embedding and sustaining inclusive practice

Funding can support leadership time and specialist coaching or mentoring to embed training, improve practice, and strengthen outcomes for children.

Facilitating multi-agency working

Funding can give staff time to coordinate with health and other professionals, including joint planning and integrated reviews such as the progress check at age 2, so needs are identified early and support is joined up.



Making the environment more inclusive

Funding can support universal and targeted adaptations so all children can access routines, participate, regulate, learn, and play together.

Targeted staff time to strengthen inclusive practice beyond core expectations

Funding can provide SENCO and staff time for transition planning, observations, and staffing decisions that balance universal and targeted support while sharing inclusive practice.

Strengthening support for families

Funding can support family workshops, parent meetings, transition planning, and links with Best Start Family Hubs and Best Start Inclusion Practitioners to improve joined-up support and early identification.



Accountability

- Providers will need to retain financial records (for example, a detailed spreadsheet or receipts if appropriate) showing how the funds have been spent.
- The LA is asked to ensure funding is used for its intended purposing. This will include:
 - Providers providing a summary of what they are using the funding for.
 - Providers will need to complete a review at the end of the year detailing how they have used the IEYF.
 - Early Years LA staff will ask providers about their use Shropshire Ordinarily Available Guidance.
 - Quality assurance visits will sample providers to review funding use and identify trends.



What if my setting does not receive IEYF?

Settings including Childminders who do not receive an allocation will be **prioritised for pre-funded training** based on **Shropshire Universal Inclusive Practice Guidance for the Early Years**.

This will include:

- A training session or sessions
- Support to complete a review of the universally available provision and to develop a plan for further improvement
- An additional coaching visit
- A final visit to evaluate progress



Other things to be aware of

- Development of National Inclusion Standards
- DfE exploring options for training

Training currently available to consider:

- [Early Years child development training \(including Module 8: Supporting individual differences and needs\)](#)
- [Council for Disabled Children guidance and training on the Equality Act disability duties for early years providers](#)
- [Early Years | EEF](#)



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Change Programme and SEND Reform Updates for EY settings

14th July 2026



Agenda

1. The end of the SEND and AP Change Programme
2. SEND Reform Plan in Shropshire – the forward plan
3. Links with wider Children's Transformation
4. How to stay informed
5. Questions



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The SEND and AP Change Programme



SEND and AP Change Programme

- SEND and AP Change programme finishes 31st August 2026.
- ELSEC will stop on 31st August in its current form but will restart in the Autumn term under new arrangements.
- Currently working to create a new and improved platform for sharing of information.
- In the meantime, all updates will be shared via the new SEND and Inclusion Padlet: <https://padlet.com/sarahcourt1/send-and-inclusion-including-ap-reform-and-transformation-in-cu4k0cly8uwen5l8>



Health and the Change Programme

- The Change Programme has shown the benefits of greater partnership between Education and Health in improving outcomes for children and families. Through the programme we have been able to both offer training to health staff and to share health expertise with schools and settings.
- Public School Nursing staff have been able to access specific training for their roles to enable them to better support families who have children with SEND and ordinarily available health provision (support available at universal, targeted and specialist levels) has been mapped and presented a document on the [ICB website](#).
- Two partnership projects PINS (Partnerships for Inclusion of Neurodiversity in Schools) and ELSEC (Early Language Support for Every Child) programmes have been extremely successful and have become the foundational blueprint for the government's Experts at Hand SEND reforms.



ELSEC

ELSEC Programme Impact (Last 2 Years) – Shropshire

- Over the past two years, ELSEC has supported **19 schools and 9 early years settings**, delivering both universal and targeted speech and language provision.
- During this period, **over 2,000 children** benefited from universal support, with **more than 800 children** receiving targeted interventions.
- The programme has focused on **building sustainable capacity within settings**, upskilling and coaching school staff to confidently deliver and maintain interventions beyond the lifespan of ELSEC.

The delivery model integrates:

- **Universal provision** – including communication-friendly environment audits, CPD on vocabulary and questioning, and whole-class approaches such as *Concept Cat*
- **Targeted interventions** – including *Talk Boost* and *Building Early Sentences Therapy (BEST)*
- Interventions were primarily delivered by **Higher Level Teaching Assistants (HLTAs)**, with support from **Speech and Language Therapists and a Specialist Teacher**. A strong **coaching approach** has been central to success, embedding knowledge and skills within existing staff teams and helping to overcome workforce and capacity barriers.

Parental engagement has also been a key component, with opportunities such as **coffee mornings** and structured programmes like *Talk Away*, enabling parents to better support their child's speech, language and communication development at home.



Specialist Outreach

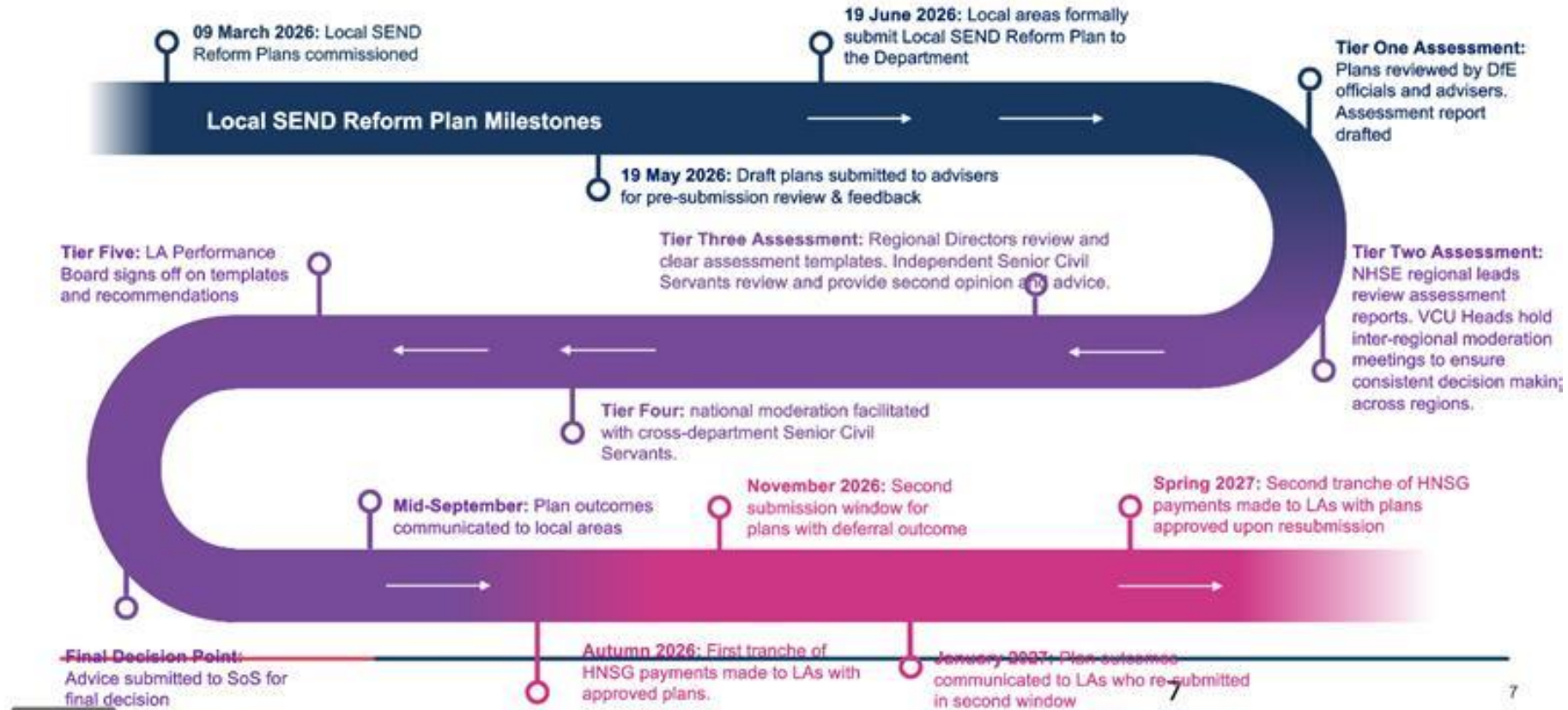
- 23 settings received packages of outreach support in 26/27 as a pilot programme.
- Currently completing evaluation and reviewing the model.
- Some outreach will be available from September 2026 – limited capacity.
- Additional capacity being explored.



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Local SEND Reform Plan

A reminder of the key milestones for Local SEND Reform Plans





Vision and Goals

1: Improve outcomes for children and young people with SEND

- Improve attainment, progress, attendance and preparation for adulthood.
- Reduce exclusions, suspensions and persistent absence.
- Improve timeliness and quality of EHCP processes and access to health support.

2: Strengthen mainstream inclusion and local capacity

- Increase the proportion of children and young people with SEND thriving in mainstream settings.
- Expand local capacity through Inclusion Bases, specialist outreach and Local Inclusion Support Offers.
- Reduce reliance on out-of-area placements and excessive travel.

3: Increase confidence and positive experiences of families and young people

- Improve parent, carer and young person satisfaction with SEND services.
- Increase participation in co-production and decision-making.
- Reduce complaints, disputes and resolution times.



4: Embed effective partnership working and co-production

- Strengthen multi-agency governance and shared accountability.
- Increase co-produced approaches to service design and commissioning.
- Improve consistency of pathways and support across education, health and care.

5: Secure value for money and long-term financial sustainability

- Reduce expenditure on high-cost independent and out-of-area placements.
- Improve understanding and management of costs across the SEND continuum.
- Reinvest resources into prevention, workforce development and inclusive local provision to support a sustainable High Needs

Experts at Hand





Types of Expert at Hand activity expected to set out in Expert at Hand plan



Focused at children

- **Whole school interventions**- support from E@H to deliver whole school programmes
- **Group/class interventions**- interventions- including joint delivery with setting staff- focused on specific needs
- **Individual interventions**- potentially time-limited interventions including placements within a specialist unit with reintegration for individual children



Support staff capacity within settings

- **For Leaders**- SLT/SENcos- policy review and development to improve setting wide practice, develop senior knowledge and capacity
- **For whole workforce**- Training & resources to develop skills and evidence-based interventions focused on specific needs
- **For targeted professionals**- Modelling interventions, practice development and coaching/supervision for specific staff within setting



Support at place level

- Available source of advice and guidance for education settings
- Whole area training opportunities
- Problem solving clinics
- Support for schools to engage with parent carers

Out of scope:

- Bespoke or detailed individual assessments and reports
- Delivery of provision specified in ECHNAs or EHCPs
- Delivery of bespoke or intensive 1:1 support/intervention



Locality Based Working

Schools and settings will be grouped in 6 geographical localities – (NE, NW, Central x 2 and SE, SW) – final groupings are being worked through.

Each locality to have an E@H team consisting of:

Inclusion adviser (specialist teachers)	SaLT and SALTA
EP and Assistant EP	Occupational Therapist
EY SEND Support	SEMH and behaviour specialists - Outshine
EBSA support team	CPD and resources: digital platform, Assistive Technology Lending Library
Specialist Outreach (special schools and NDPs)	TBC: Links with other teams e.g. <i>Early Help, School Nursing</i>

- 'Core offer' for all settings, with a 'menu' of training and support options available – currently working through how this will be accessed, more information will be available in the Autumn.



Phased implementation

There is an expectation from DfE that there is an E@H offer within Y1 (26/27) but that this will build **gradually**.

There is a higher level of funding expected from DfE in 27/28 to support with building the offer

In order for the model to be affordable, successful and sustainable we need to:

- Recruit
- Build the model slowly
- Reflect and refine as we go

Year 1: scope and co-produce

Year 2: implement and refine

Year 3: mature



SLCN

Year 1 (2026/27)

- Working with the ICB to recruit 4 FTE Speech and Language Therapists and 6 FTE SALTAs - hoping to be in post by October half term
- Extend ELSEC for EY and KS1 across the county (will hopefully contact the first round of settings identified before the end of term)
- Work with schools and settings to scope and co-produce a support model for KS2, secondary and post-16
- Embed SLCN support in LA Inclusion Bases
- Scope SLCN use at TMBSS

Year 2 (2027/28)

- Embed county wide ELSEC for EY and KS1
- Implement KS2 and upwards models
- Implement SLCN at TMBSS

Year 3 (2028/29)

- Embed full model



Occupational Therapy

Year 1 (2026/27)

- Working with the ICB to recruit 2.6 FTE Occupational Therapists - hoping to be in post by October half term
- Embed OT within Outshine team (0.4 from 1st September)
- Embed OT support in LA Inclusion Bases
- Scope OT allocation at TMBSS (0.2 from 1st September)
- Scope OT support in all schools, settings and family hubs - co-design the model

Year 2 (2027/28)

- Begin implementation of the model

Year 3 (2028/29)

- Embed all models



Specialist Outreach

- Expectation from DfE that this will form part of the Experts at Hand offer.
- Some capacity from 1st September with additional capacity being explored.
- This will be in addition to the EYSSO outreach offer – we will let you know once finalised how to access this support.

Children's Transformation

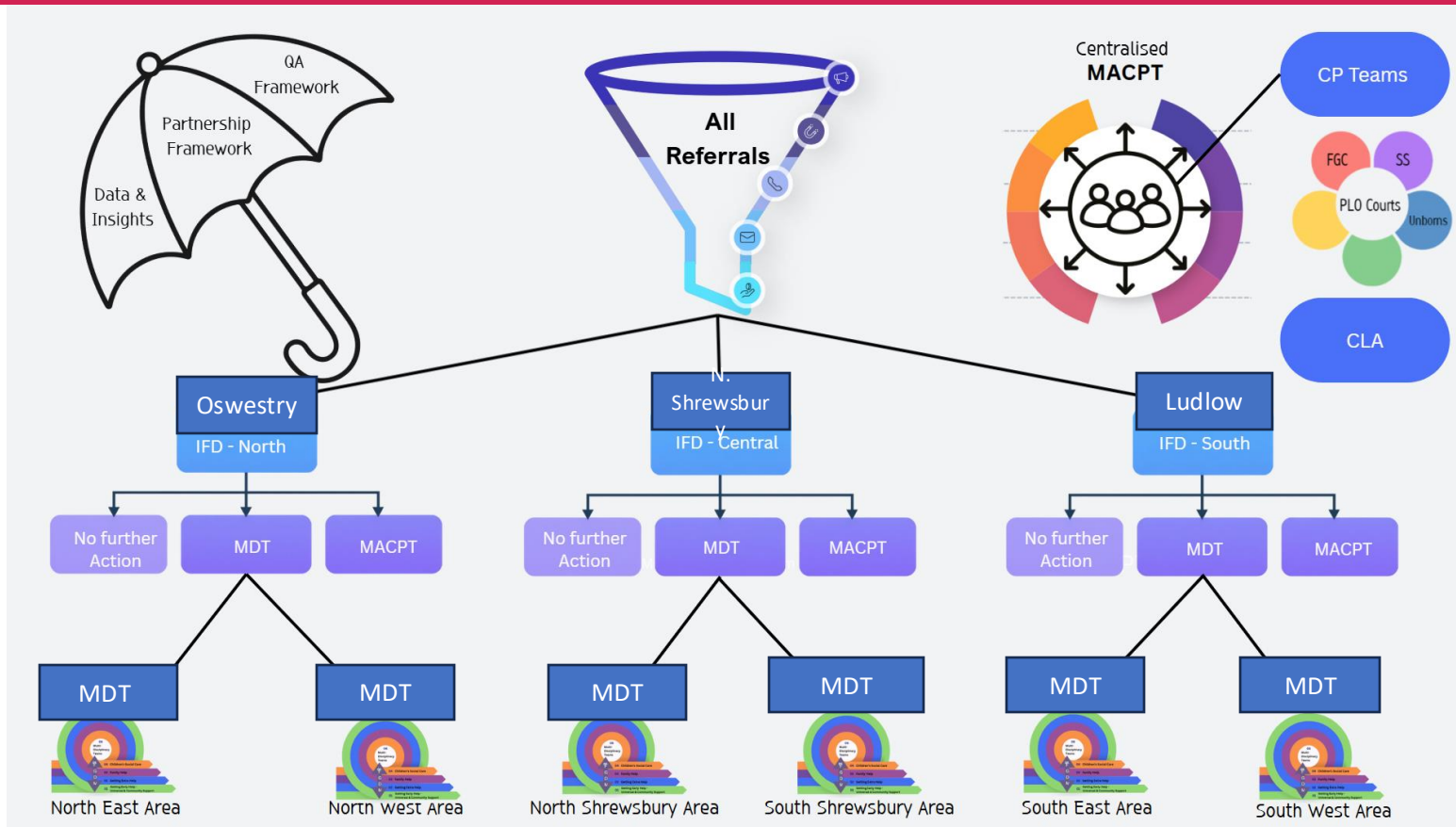
Our Roadmap

Children's Transformation - Our Journey 2026 - 2029 onwards....





The Model in Practice



Children's Transformation | Task & Finish Groups – Next Steps

'Experts at Hand' and the Inclusion Pathway will form part of the MDT for each locality – *timeframe for new pathways tbc.*



MDT

- The new Multi-Disciplinary Teams (MDT) being developed through Families First Partnership will incorporate access to Experts at Hand for Targeted Plus support.
- This will take time to set up the access routes due to aligning with FFP and Best Start in Life.

In September:

- All SEND and Education concerns/queries will come through existing routes.
- All Safeguarding and Early Help queries will go through existing routes.

Children's Transformation update:

- Wednesday 9th September 4-5pm on Teams:

[Children's transformation - briefing for schools | Meeting-Join | Microsoft Teams](#)

- Fortnightly briefings thereafter – links to follow.



Keeping up to date

- Children's Transformation update, Wednesday 9th September 4-5pm on Teams: [Children's transformation - briefing for schools | Meeting-Join | Microsoft Teams](#)
- Weekly Tuesday Education Update ([click here](#) if you are not already subscribed)
- Half-termly SEND and Inclusion newsletter ([click here](#) if you are not already subscribed)
- SEND and Inclusion Network Meetings ([click here](#))
- Headteacher briefings ([primary](#) and [secondary](#))
- Padlet ([click here](#))

We are working with IT to find a single solution to communicating with settings about all the reforms and upcoming changes – once set up, we will let you know using the channels above.