



City of London Area SEND Inspection Action Plan

January 2026 to January 2027



January 2026



Diverse Engaged Communities

Dynamic Economic Growth

Vibrant Thriving Destination

Flourishing Public Spaces

Providing Excellent Services

Leading Sustainable Environment

'Children and young people who live in the City of London have the best start in life and get the right support when they need it as they move into adulthood' **Children and Young People's Plan 2026 – 2029 (Draft)**

Our Vision, Values and Key Priorities

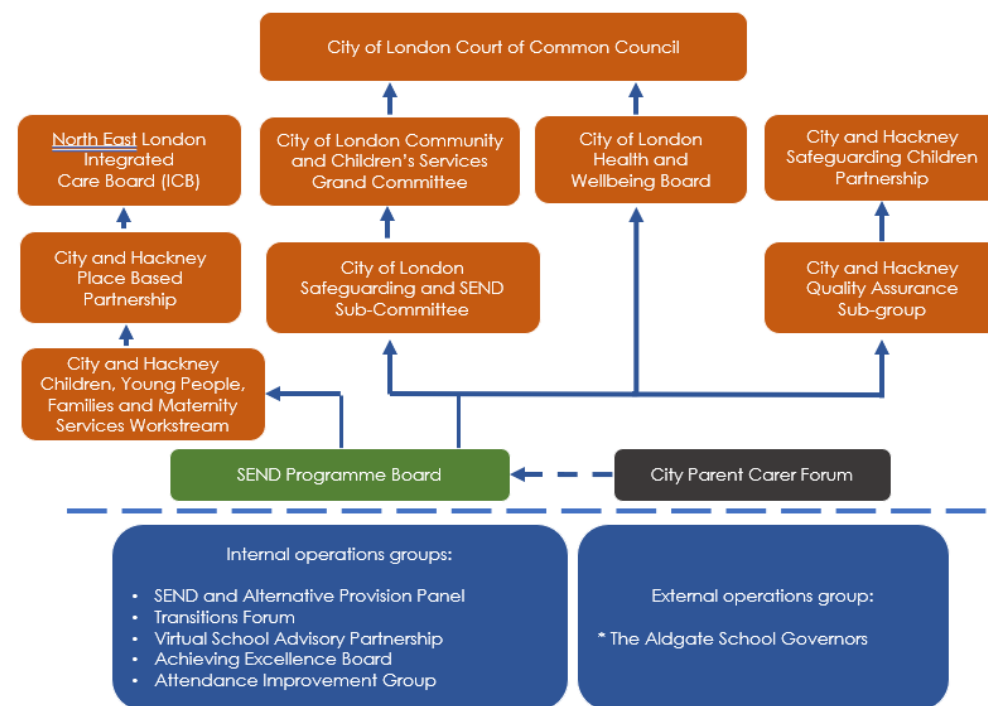
In the City of London, we are dedicated to working collaboratively to provide coordinated support, care, and learning for children and young people with SEND, as well as their families, enabling them to achieve their aspirations and thrive. We take pride in the high quality of our settings, which strive to deliver strong outcomes, and many children with SEND in the City of London achieve results that exceed national averages.

Our vision is that *Children and young people who live in the City of London have the best start in life and get the right support when they need it as they move into adulthood.*

Our [SEND and AP strategy](#) provides the overarching framework and priorities for delivering improvement for children and young people with SEND, which is overseen by strong governance, including the SEND Programme Board (Governance Structure below)

The key priorities are:

- 1) children and young people with SEND and their families get the right help, at the right time**
- 2) children and young people with SEND and parent carers are supported during transitions, including preparation for adulthood**
- 3) children and young people with SEND and their families are supported and enabled by a skilled, valued workforce**
- 4) children and young people with SEND and their families feel recognised, valued and part of their local community**
- 5) children and young people experience high quality, appropriate alternative provision when needed**



Our Partnership Governance Arrangements

The governance is well embedded and assured by the SEND Programme Board. Our SEND and AP Strategy has an active action plan, and performance and progress against this plan is reviewed periodically and reported to the Board. Our City Parent Carer Forum, as well as taking an active role in being part of our partnership Board, supports and challenges the Partnership to improve, address issues, communicate and co-produce.

Our Approach to addressing recommendations from the Area SEND Inspection 2025

We have developed an action plan that sets out our commitments and the steps we will take in response to the single area for development identified in the Area SEND inspection 2025 —communication—along with other areas we aim to strengthen.

Part 1 presents a summary of the priorities and the actions that support them. Part 2 sets out the expected impact of each action, the key milestones that will help us monitor progress, and the measures we will use to assess whether we have achieved our intended outcomes.

The SEND Programme Board will monitor the progress and quality of the improvement plan and outcomes across the local area through reports by the lead professionals to the SEND Programme Board. The Safeguarding and SEND Sub Committee will also provide further scrutiny and challenge.

Priorities and BRAG Rating System

There are four priorities which will form the basis of delivering the actions over the next year. Each priority has its own action plan and will be individually BRAG (Blue, Red, Amber, Green) rated to indicate progress being made towards the success criteria as well as completion. This rating is updated every academic term.

- Red indicates that work is unlikely to be met within the timescales.
- Amber indicates that some of the success criteria is likely to be met within timescales.
- Green indicates that all the success criteria is on track to be met within timescales.
- Blue indicates that the action has been completed

Part 1: Summary of Priorities		Progress on Actions
Priority 1	Improve communication with families regarding decision-making processes to ensure transparency, trust, and meaningful involvement in shaping outcomes for their children.	
1.1	Improve accessible information for families by creating easy-to-understand guides explaining the statutory processes and related decision-making steps, timelines, and roles. Provide materials in multiple formats (digital, print, and accessible versions).	
1.2	Provide additional information to families on the support available through the SENDIASS service following any decision-making.	
1.3	Increase involvement of families early and more meaningfully by ascertaining their views at key transition points at the earliest stage through the annual review process before any decisions are made. Offer opportunities to meet with families to explain the rationale for any decisions made.	
Priority 2	Enhance translation support and ensure timely access to professional interpreting services so that families can effectively navigate and access health provision without language barriers.	
2.1	Setting clear protocols by updating Standard Operating Procedures for when requesting interpreters and response time targets.	
2.2	Working with certified services so that a hybrid of options are available depending on user preference and service delivery need.	
2.3	Create clear information and guides to ensure that clinicians are aware of referral processes and expectations for accessing translation services.	
2.4	Providing information to parents about their right to request interpretation services	
Priority 3	Increase awareness and accessibility of the Local Offer among families and professionals to ensure they understand what services are available, including health services and pathways. This will reduce confusion and improve navigation of the system.	
3.1	Improve visibility by promoting the Local Offer through multiple channels: newsletters; health clinics; early intervention work by the Early Years team, Early Help team, Family Hub, and Education team; and social media. Create clear, engaging visuals (posters, infographics) explaining what the Local Offer is and how to access it.	

3.2	Simplify access by ensuring the Local Offer website is user friendly and includes easy navigation for health services. Provides translated versions and accessibility features.	
3.3	Strengthen the engagement of professionals by ensuring health, education and social care professionals can signpost families to the Local Offer. Include Local Offer information in staff induction packs and regular updates.	
3.4	Increase community outreach by hosting information sessions for families in local schools, the City's Best Start Family Hub network as well as partnering with parent forums and advocacy groups to spread awareness	
3.5	Use digital tools to create and share short videos or webinars explaining health pathways via the local offer. Implement QR codes on printed materials linking directly to relevant sections.	
3.6	Continue to review and Improve the Local Offer by collecting feedback from families and professionals on ease of access and clarity. Track website analytics to identify gaps and improve content.	
Priority 4	Strengthen quality assurance processes for alternative provision to ensure consistency, high standards, and positive outcomes for all learners	
4.1	Define clear standards and expectations by updating our Quality Assurance (QA) framework aligned with statutory guidance and best practice. Set minimum quality benchmarks for teaching, safeguarding, and learner progress.	
4.2	Strengthen monitoring and evaluation by conducting desktop reviews and on-site visits for all Alternative Provision (AP) settings. Maintain rigour through annual audits and reviews. Use data-driven indicators (attendance, attainment, wellbeing) and systematically collect feedback from learners and parents	

Part 2: Action Plan

Priority 1:			Improve communication with families regarding decision-making processes to ensure transparency, trust, and meaningful involvement in shaping outcomes for their children.				
Ref:	Action:	By when	Lead / Who else is involved	Milestones	Impact Measures. How will we know if we have achieved this.	SEND and AP Strategy Link	BRAG status:
1.1	Improve accessible information for families by creating easy-to-understand guides explaining the statutory processes and related decision-making steps, timelines,	December 2026	Lead: Head of Service, Education and Early Years	<ul style="list-style-type: none"> Draft easy-to-understand guides – July 2026 Convert guides into digital / accessible formats – October 2026 	<ul style="list-style-type: none"> A set of plain-language documents that reduce complexity and improve transparency. 	Priority 2 and 3	

	and roles. Provide materials in multiple formats (digital, print, and accessible versions for SEND).		Involved: LAP, in particular SEND team	<ul style="list-style-type: none"> • Publish materials across all channels – December 2026 	<ul style="list-style-type: none"> • Inclusive resources that meet diverse needs. • Stakeholders can easily access and understand the process. • Continue to monitor and evaluate Impact by collecting family satisfaction data through annual reviews, surveys, and data on appeals/mediation. 		
1.2	Provide additional information to families on the support available through the SENDIASS service following any decision-making.	December 2026	Lead: Head of Service, Education and Early Years Involved: LAP, in particular SEND team	<ul style="list-style-type: none"> • Information about SENDIASS is sent to families immediately when an Education, Health and Care Needs Assessment (EHCNA) request is received – at receipt of an EHCNA request • All decision letters issued to families where an EHC needs assessment or plan is not agreed include information about the SENDIASS service – information provided within five days following each panel meeting 	<ul style="list-style-type: none"> • There is engagement in support from families through the SENDIASS service. • Families feel supported and empowered to navigate their options through the SEND system. • Continue to monitor and evaluate Impact by collecting family satisfaction data through annual reviews, surveys, and data on appeals/mediation. 	Priority 2 and 3	
1.3	Increase involvement of families early and more meaningfully by ascertaining their views at key transition points at the earliest stage through the annual review process before any decisions are made. Offer opportunities to meet	December 2026	Lead: Head of Service, Education and Early Years Involved: LAP, in particular SEND team	<ul style="list-style-type: none"> • Early transition planning discussions are held at each key stage annual review (EY, Year 5, Year 10, and Post16), with families' views formally recorded in the review paperwork 	<ul style="list-style-type: none"> • Families are prepared for transitions and feel their voice is heard and listened to when decisions are made. 	Priority 2 and 3	

	with families to explain the rationale for any decisions made.			<ul style="list-style-type: none"> When a decision is not agreed, families are offered a meeting within five working days to clearly explain the rationale 	<ul style="list-style-type: none"> Families understand the rationale behind decision making. Continue to monitor and evaluate Impact by collecting family satisfaction data through annual reviews, surveys, and data on appeals/mediation. 		
Priority 2		Enhance translation support and ensure timely access to professional interpreting services so that families can effectively navigate and access health provision without language barriers.					
Ref:	Action:	By when	Lead / who else is involved	Milestones	Impact Measures. How will we know if we have achieved this.	SEND and AP Strategy Link	BRAG status:
2.1	Setting clear protocols by updating Standard Operating Procedures for when requesting interpreters and response time targets.	December 2026	Lead: DCO/DMO Involved: Advocacy Service	<ul style="list-style-type: none"> Collate existing SOPs for requesting interpreters from Advocacy services as well as individual services Audit languages needed by City of London families Audit time taken to access translation support 	<ul style="list-style-type: none"> SOPs updated and shared Monitor time taken to access translation support to ensure in line with KPIs 	Priority 4	
2.2	Working with certified services so that a hybrid of options are available depending on user preference and service delivery need.	December 2026	Lead: DCO/DMO Involved: Advocacy Service	<ul style="list-style-type: none"> Report on types of interpreting services requested and used by City of London families Ensure offer of potential hybrid appointments is clear 	<ul style="list-style-type: none"> Families access hybrid offer where available and appropriate 	Priority 4	
2.3	Create clear information and guides to ensure that clinicians are aware of referral processes and expectations for accessing translation services.	December 2026	Lead: DCO/DMO Involved: Advocacy Service	<ul style="list-style-type: none"> Information created and shared re timelines for booking translation in different circumstances 	<ul style="list-style-type: none"> Information sent to services 	Priority 4	

2.4	Providing information to parents about their right to request interpretation services	December 2026	Lead: DCO/DMO Involved: Advocacy Service	<ul style="list-style-type: none"> Information shared with the City Parent Carer Forum and on Local Offer 	<ul style="list-style-type: none"> Families aware of how to access or request translation for Health appointments 	Priority 4	
Priority 3		Increase awareness and accessibility of the Local Offer among families and professionals to ensure they understand what services are available, including health services and pathways. This will reduce confusion and improve navigation of the system.					
Ref:	Action:	By when	Lead / who else is involved	Milestones	Impact Measures. How will we know if we have achieved this.	SEND and AP Strategy Link	BRAG status:
3.1	Improve visibility by promoting the Local Offer through multiple channels: newsletters; health clinics; early intervention work by the Early Years team, Early Help team, Family Hub, and Education team; and social media. Create clear, engaging visuals (posters, infographics) explaining what the Local Offer is and how to access it.	August 2026	Lead: Head of Service, Education and Early Years Involved: LAP, in particular FIS	<ul style="list-style-type: none"> Share information about the Local Offer through various platforms – April 2026 Place visuals in schools, clinics, and community spaces; share digitally via websites and social media – July 2026 Create posters, infographics, and other visual materials that explain what the Local Offer is and how families can access it – August 2026 	<ul style="list-style-type: none"> Increased awareness among parents, carers, and professionals. Easy-to-understand resources that attract attention and encourage engagement. Track engagement through website analytics, social media metrics, and feedback from families. Monitor and improve the Local Offer by collecting feedback from families and professionals on ease of access and clarity. Track website analytics to identify gaps and improve content. 	Priority 1	
3.2	Simplify access by ensuring the Local Offer website is user friendly and includes easy navigation for health services. Provides translated versions and accessibility features.	September 2026	Lead: Head of Service, Education and FIS Involved: LAP, in particular FIS	<ul style="list-style-type: none"> Check that all ReachDeck features such as: Language translators, Screen reader compatibility, Adjustable text size and contrast and Easy Read formats are enabled – March 2026 	<ul style="list-style-type: none"> Families can quickly find relevant information without confusion. Inclusive access for families with SEND and other accessibility needs. 	Priority 1	

				<ul style="list-style-type: none"> • Explore access to braille and signing capabilities – March 2026 • Review and build on the health pages on the Local Offer to ensure that pathways to accessing health services are clear – September 2026 	<ul style="list-style-type: none"> • Non-English-speaking families can access information easily. • Monitor and improve the Local Offer by collecting feedback from families and professionals on ease of access and clarity. Track website analytics to identify gaps and improve content. 		
3.3	Strengthen the engagement of professionals by ensuring health, education and social care professionals can signpost families to the Local Offer. Include Local Offer information in staff induction packs and regular updates.	July 2026	<p>Lead: Head of Service, Education and FIS</p> <p>Involved: LAP, in particular FIS and Workforce development coordinator</p>	<ul style="list-style-type: none"> • Promote the Local Offer via the Providers' Forum to ensure local settings know how to signpost families effectively – Every 2 months (first meeting Feb 2026) • Review existing staff induction packs and ensure Local Offer information is included for all new starters – July 2026 • Explore existing communication channels and provide regular updates and newsletters for existing staff – July 2026 	<ul style="list-style-type: none"> • Professionals confidently signpost families, increasing awareness and access. • Consistent messaging and ongoing awareness among professionals. • Monitor and improve the Local Offer by collecting feedback from families and professionals on ease of access and clarity. Track website analytics to identify gaps and improve content. 	Priority 1	
3.4	Increase community outreach by hosting information sessions for families in local schools, the City's Family Hub network as well as partnering with parent forums and advocacy groups to spread awareness	October 2026	<p>Lead: Head of Service, Education and Early Years</p> <p>Involved: LAP, in particular FIS</p>	<ul style="list-style-type: none"> • CPCF and The Aldgate school to Schedule and run regular information sessions during school events (e.g., parent evenings, coffee mornings – plan by March 2026 	<ul style="list-style-type: none"> • Increase the number of families accessing education and early years information and support • Show increased parental awareness and confidence by ensuring families report 	Priority 1	

				<ul style="list-style-type: none"> • Distribute concertina flyers to early years settings, libraries, schools, and estates – March 2026 • Co-produce and co-deliver a <i>Let's Talk Send</i> event (to include early years) – October 2026 	<ul style="list-style-type: none"> • a better understanding of available services through post-session feedback. • Increase engagement from under-represented families year-on-year by tracking participation trends through demographic data and insights from partner organisations. 		
3.5	Use digital tools to create and share short videos or webinars explaining health pathways via the local offer. Implement QR codes on printed materials linking directly to relevant sections.	August 2026	Lead: Head of Service, Education and Early Years Involved: LAP, in particular FIS	<ul style="list-style-type: none"> • Collect feedback from families and professionals on ease of access and clarity – August 2026 • Track website analytics to identify gaps and improve content - quarterly 	<ul style="list-style-type: none"> • Increase in the number of views, clicks, and completion rates of Local Offer videos or webinars. • Monitor QR code scans on printed materials to evidence increased family engagement with relevant Local Offer information. • and greater uptake of online information. 	Priority 1	
3.6	Review and improve the Local Offer by collecting feedback from families and professionals on ease of access and clarity. Track website analytics to identify gaps and improve content.	January 2027	Lead: Head of Service, Education and Early Years Involved: LAP, in particular FIS	<ul style="list-style-type: none"> • Review of Local Offer by the City Parent Carer Forum and follow up actions made – Feb 2026 • Engagement with the City's parent carer forum on an annual basis to review the LO, content, and effectiveness – next review is Jan 2026 / Jan 2027 • Run termly reports to fully understand what areas of the LO are being accessed 	<ul style="list-style-type: none"> • Qualitative feedback received from families with children with SEND. <p>Google analytics showing access to the Local Offer.</p>	Priority 1	

				and what information is being searched for – End March 2026, End July 2026, End December 2026			
Priority 4		Strengthen quality assurance processes for alternative provision to ensure consistency, high standards, and positive outcomes for all learners					
Ref:	Action:	By when	Lead / who else is involved	Milestones	Impact Measures. How will we know if we have achieved this.	SEND and AP Strategy Link	BRAG status:
4.1	Define clear standards and expectations by updating our Quality Assurance (QA) framework aligned with statutory guidance and best practice. Set minimum quality benchmarks for teaching, safeguarding, and learner progress.	April 2026	Lead: Head of Service, Education and Early Years Involved: LAP, in particular education and commissioning	<ul style="list-style-type: none"> Review of QA Framework – March 2026 Revised QA Framework presented at SEND Programme Board – April 2026 	<ul style="list-style-type: none"> Revised QA framework is complete and presented to the SEND Programme Board for approval 	Priority 5	
4.2	Strengthen monitoring and evaluation by conducting desktop reviews and on-site visits for all Alternative Provision (AP) settings. Maintain rigour through annual audits and reviews. Use data-driven indicators (attendance, attainment, wellbeing) and systematically collect feedback from learners and parents	December 2026	Lead: Head of Service, Education and Early Years Involved: LAP, in particular education and commissioning	<ul style="list-style-type: none"> Complete all desktop processes (AP Checklist) prior to commissioning AP Annual visits to all AP used by City of London CYP to be made – within one month of a new commission SEND and AP Panel to review the progress of all children attending AP each term – termly Panel meetings 	<ul style="list-style-type: none"> All AP settings have had both a desktop review and on-site visit completed Positive Learner & Parent/Carer Experience Measure: Positive, using systematic feedback from surveys / focus groups CYP being successfully reintegrated back into mainstream education as appropriate 	Priority 5	