

OUR SEND REFORM PLAN

An overview



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Earlier help. Stronger local support. Better outcomes closer to home.

Our SEND Reform Plan

Enfield Local Area SEND Partnership

1. About our reform plan

Our three-year SEND Reform Plan explains how the Enfield Local Area SEND Partnership will improve support for children and young people with special educational needs and disabilities (SEND). It brings together our priorities, main areas of work and the changes we want to make. Our aim is to identify needs earlier, help more children and young people get the right support in local schools and communities, increase the number of suitable local places and make sure SEND services are affordable and sustainable for the future.

2. Local context

Enfield has the second highest number of Education, Health and Care Plans (EHCPs) in London and the 32nd highest in England. An EHCP is a legal plan for a child or young person who needs more support with their education, health or care. SEN Support is the extra help provided by a school or setting without the need for an EHCP.

MIME data, an independent organisation that compares SEND information across the country, shows that fewer children and young people in Enfield receive SEN Support than in many other areas. Although there is no single reason why EHCP numbers are rising, we are working with families, schools and services to provide help earlier.

3. Reform model

The centrepiece of the reform programme is the development of an Experts at Hand offer. This will bring together education, health, social care and family-facing support to provide earlier, multidisciplinary advice and intervention to mainstream settings. The model is informed by stakeholder views and data insights and is intended to build confidence across the system, strengthen SEN Support and create clearer pathways between universal, targeted, targeted plus and specialist provision.

4. Strategic priorities

The programme is structured around four strategic priorities:

1. Meeting the needs of children and young people early.
2. Increasing local places through a fairer and more effective SEN offer.
3. Strengthening and upskilling the education workforce.

4. Managing the current financial deficit and moving towards sustainability.

5. Current mitigations and progress

Enfield has already taken steps to mitigate increasing demand by investing in SEN Support, developing an Inclusion Charter and establishing a DSG Board to monitor spend. The local area has also expanded special school places, resource bases and nurture groups, and has strengthened the focus on speech and language through programmes including CPP and DBV. The EHCP trend stabilised prior to the SEND Reform consultation, indicating that this activity is beginning to have an impact.

6. Future state

By the end of the three-year delivery period, Enfield expects to have a stronger mainstream offer, more effective support packages, greater parent and educator confidence, fewer statutory requests and improved financial stability. This aligns with the wider strategic direction of preventative, integrated and community-based care.

- Needs are identified and met earlier.
- Families have greater confidence in local support.
- Settings are more confident and skilled.
- Mainstream and specialist pathways work together more effectively.
- Needs are met in borough through more inclusion bases, SRPs and specialist places.
- Reliance on out-of-borough and high-cost provision reduces.
- Financial oversight and sustainability improvement

7. Key workstreams

- Speech and language pathway redesign and early intervention further supported.
- Specialist teachers and higher-level teaching assistants to build setting capacity.
- Post-16 pathways and preparation for adulthood.
- Primary Alternative Provision and specialist support activity to support inclusion, attendance and reintegration.
- Early Years support aligned with Best Start and Family Hubs.
- Local educational settings support programmes (LISO and PINS) and wider neurodiversity and inclusion support.
- Sufficiency planning, inclusion bases, SRPs and local specialist capacity.
- Programme evaluation, evidence and impact monitoring through the MIME dashboard.

8. Delivery arrangements

Delivery will be taken forward through eight officer-led workstreams. Programme accountability will sit with the Local Authority, Integrated Care Board and SEND Partnership, with a focus on monitoring risks, delays, decisions and escalation.

Each workstream has defined objectives, baseline measures, output and outcome indicators and clear impact measures.

9. Implementation timeline

Year 1: Getting ready

- Agree what we want to achieve and why.
- Decide what each area of work will do and how we will measure progress.
- Create a dashboard to understand the starting point and track progress.
- Agree how we will check whether the programme is making a difference.
- Set up the teams, training and systems needed to begin the work.

Year 2: Growing and improving

- Review what happened in Year 1 and what the information shows.
- Improve the programme as children's and young people's needs change.
- Make successful support available to more people.
- Make the new ways of working part of everyday practice and improve teamwork between education, health, social care and services that support families.

Year 3: Making changes last

- Make successful ways of working part of everyday services.
- Help staff feel confident and make sure parents and carers know how to get support.
- Use evidence about what works for children and young people when planning future services.
- Keep spending within the expected budget.
- Help more children and young people get the right support closer to home.

10. Measuring success

Success will be measured through a focused set of strategic outcomes underpinned by the five Reform Principles. A shared evaluation framework and MIME dashboard will be used to monitor reach, quality and impact over the three-year period. This will include, but not be limited to:

- Stakeholder feedback.
- Workforce confidence and parent satisfaction surveys.
- Longitudinal case studies.
- Attendance, exclusions and SEND NEET data.
- Reductions in EHCNA requests.
- National KPIs.
- Employment, training and alternative provision impact metrics.
- Increased local places and reduced out-of-borough reliance.

11. Key risks and mitigations

The programme will manage a range of risks through clear ownership, early escalation and routine oversight by the SEND Reform Board and wider partnership governance.

What could affect the plan	How we will respond
Not enough staff time or support from partner organisations.	Give each area clear leadership, plan staffing carefully and keep schools and partners involved.
Difficulty recruiting and keeping specialist staff.	Recruit in stages, make jobs clear and support staff development.
Changes in NHS plans or funding decisions.	Work closely with NHS partners and raise problems quickly through joint meetings.
Delays in creating more local SEND support and specialist places.	Check progress regularly and act early if work falls behind.
Schools may need more time to change how they support children and young people with SEND.	Provide clear information and training, show what works and keep listening to schools and families ensuring they are supported throughout.

12. Governance and accountability

The programme will operate through a multi-layered governance model with named senior responsible officer accountability, routine programme management, workstream leads, SEND Reform Board oversight, DSG Board links and wider partnership governance. This will support transparent decision-making, monitoring of milestones, risk escalation and use of data to track delivery and impact.

14. What our plan will achieve

Through this plan, we want children and young people with SEND in Enfield to get the right help earlier and closer to home. We will support schools, settings and local services to work together, help staff and families feel more confident, create more inclusive and specialist local places, and reduce the need for statutory assessments or

placements outside Enfield where these are not necessary. Over the three years, we will use feedback and evidence to check what is working and build a SEND system that delivers better outcomes and is sustainable for the future.