

SWRIIA Joint CSC and SEND Delivery Plan

RIIA delivery plan 2026 2027 V12

Please note: a return of this template is mandatory for the grant as per the Memorandum of Understanding. However, when submitting this delivery plan, RIAs are welcome to front or annex this document with any additional narrative and documentation (or further forms of plan) that explains the delivery of the RIIA, specifically in relation to this grant, that you want the relevant DfE regional team to consider in the approval of the grant funding.

SEND RIIA:

The purpose of this document is to form the core underpinning to the RIIA's delivery plan for the purposes of this grant. When completing this template, please refer to the Statement of Requirements which outlines the strategic ambitions for the RIIA grant. When drafting the SEND element of the plan please also consider the 7 SEND Pillars outlined below, when designing your projects:

Pillar 1: Co-production with parents/carers and CYP

Pillar 2: Effective system leadership and governance

Pillar 3: Accurate understanding of needs through effective use of data

Pillar 4: High quality service delivery at universal, targeted and specialist levels to promote inclusion

Pillar 5: Effective partnership working across education, health and social care

Pillar 6: Skilled workforce across LA, education settings, health and social care

Pillar 7: Targeted and judicious use of resources including place planning, sufficiency, use of capital

SW Context Slide: This slide demonstrates the regional context**South West – Context in data**

719,256
Children aged 5 to 16



2374
Schools



9
Dioceses



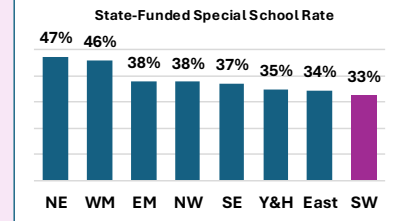
15
Local Authorities

South West has the **lowest density** of children per sqm in England, making **provisions complex to develop** in the right place for the right needs.

SPECIAL SCHOOLS

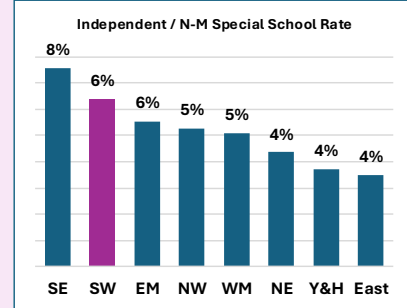
Special Schools capacity is constrained and is the lowest in England

The % of children with an EHCP in state-funded special schools is the lowest in England

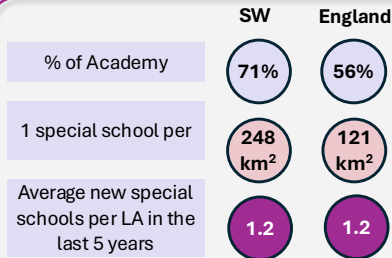


Independent Special Schools rate is among the highest in England

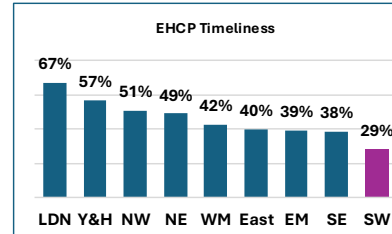
This is the consequence of the local challenges and the lack of special school capacity

**REGIONAL CONTEXT**

- **Lowest density of special schools** despite 18 new specialist provisions in the last 5 years
- **Academies** play a big role in the region, and are the key to creating the **right sufficiency strategy** for South West

**EHCP AND SEN SUPPORT**

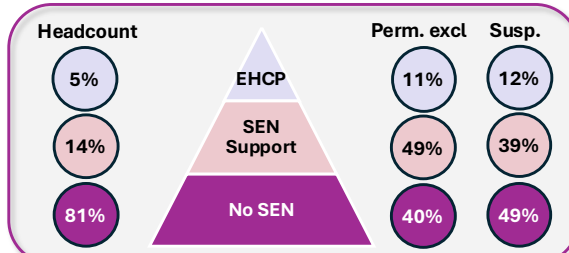
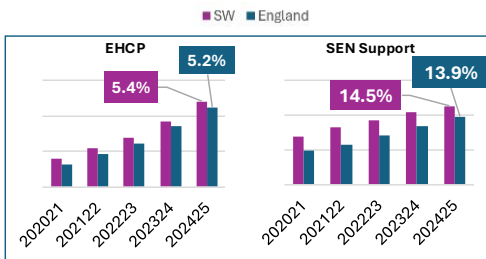
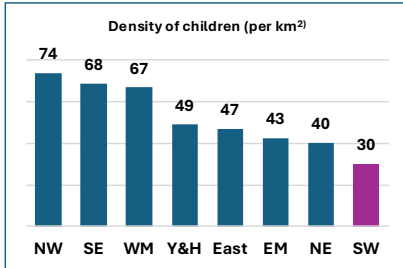
- Both EHCP and SEN Support rates are **higher than national average**.
- Current rate of EHCP likely **underestimated** due to timeliness challenges

**FUNDING CHALLENGES**

11 out of 15
Are F40 members

13 out of 15
In Safety Valve or DBV

- School funding allocation in the SW is **among the lowest** in England
- While LAs are funding HNB at the same level of other regions



Inclusion Metrics: This slide high lights current Inclusion metrcs

South West – Inclusion



Exclusion Rates in the SW are
At National Average

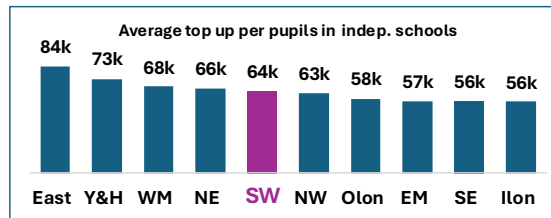
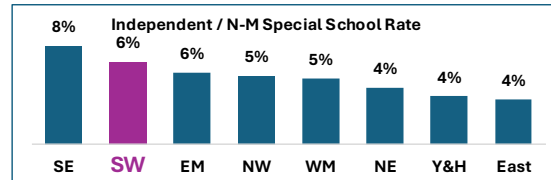


Suspension Rates in the SW are
Higher than National Average

The 3 LAs with the largest % in-year overspend:
South West, NW and SE, all have above national average spend in independent provisions.

- ✓ The South West Average cost per pupils in independent provisions is aligned with the national average.
- ✗ The 2 regions with the highest deficit have the highest proportion of children in independent provisions.
 - This is caused by the region having the lowest capacity in state-funded special schools.

The higher spend in South West is driven by caseload, instead of the cost of provisions.



South West is doing quite well national for attendance in Primary. Where challenge starts to appear is towards **Secondary and Special** school.

Inclusion metrics in the South West compared to other regions in England.
(All Pupils)

Child Missing Education % Ranking



Attendance % Ranking (Primary)



Attendance % Ranking (Secondary & Special)



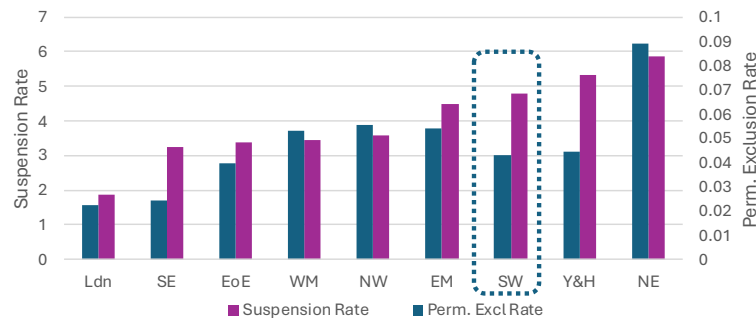
Elective Home Education % Ranking



Green is good

Inclusive practices will help **keep our children in schools**, and **prevent the need of independent provisions**.

Permanent Exclusion and Suspension Rates across Regions
(All Pupils)



Despite being only **20% of total headcount**, Children who receive SEN Support or with EHCPs account for **50% of Suspensions**.

Children with EHCP or SEN Support are
~4 times more likely to be suspended.

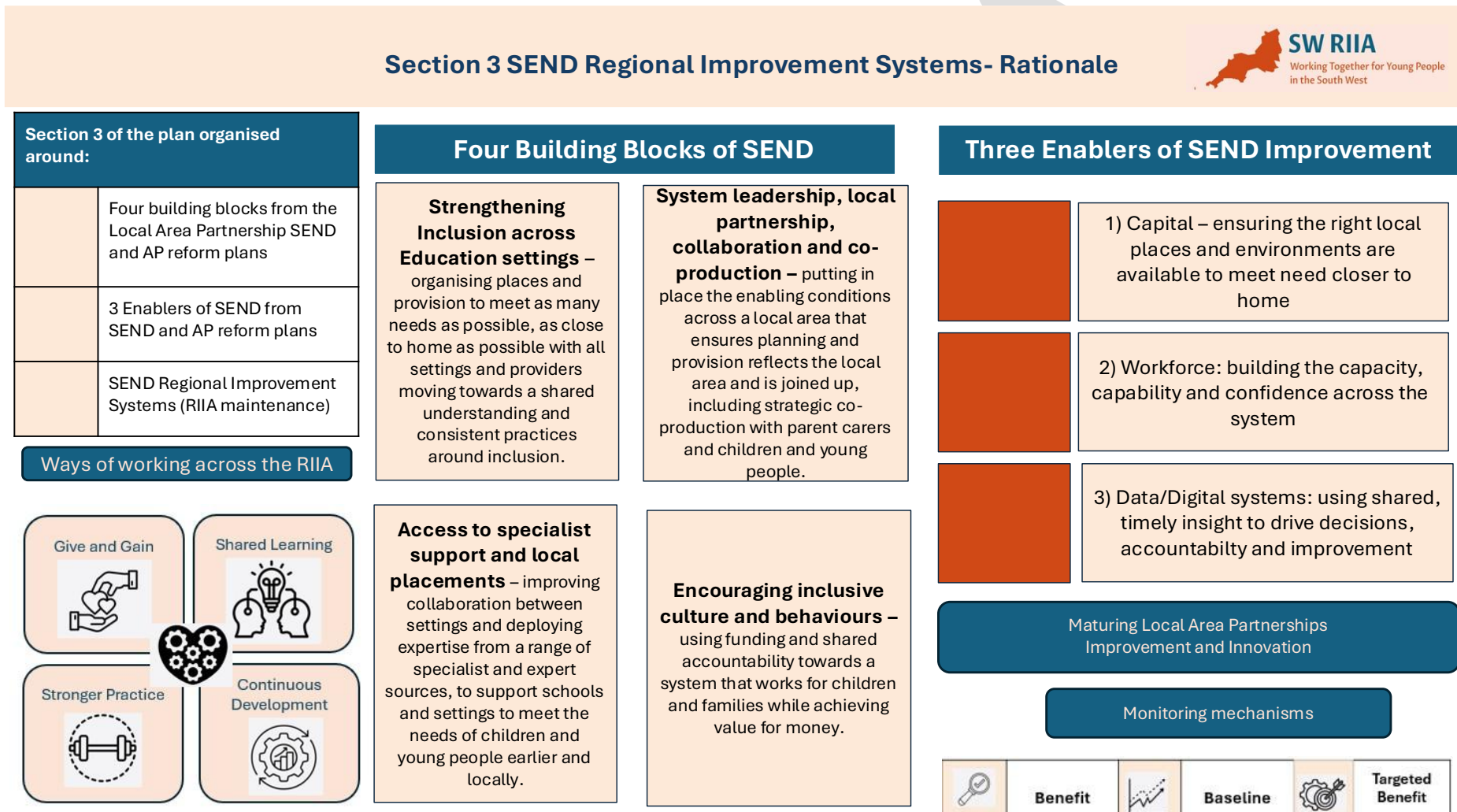
Grant Plan on one page: This slide summarises the Grant Plan including the DFE pillar, success measures, monitoring the project and a summary of the projects across the 3 areas of the Grant Plan.

SW RIIA Grant Plan Overview SEND and AP Total available £1,175,000.00



Pillars		Success measures		3 Areas of Requirement							
1	Co-production with parent carers, children and young people		Context and Insight	1	SEND Data Capacity and Capability	£240,000	3	SEND Regional Improvement Systems			
2	Effective system leadership and governance		Reach and Impact					Project Management	£200,000		
3	Accurate understanding of needs through effective use of data		Stronger practice	1.1	Project Regional Data Insights		3.1	SEND Regional Improvement Systems			
4	High Quality Service Delivery at universal, targeted and specialist levels to promote inclusion		Improvement and Innovation	1.2	Project Regional Data Work Force development		3.2	Strengthening Inclusion across Education, Health and Care – SW Compass			
5	Effective Partnership working across education, health and social care	Ways of working across the RIIA Give and Gain Shared Learning Stronger Practice Continuous Development		2	SEND Regional Diagnostics	£60,000	3.3	System Leadership, local partners collaboration and coproduction			
6	Skilled and organised workforce (LA, Education, Health and Care)			2.1	Project Diagnostics		3.4	Specialist Support and local placements			
7	Targeted, judicious and sustainable use of resources including sufficiency, place planning and capital			2.2	Project Data Innovation		3.5	Inclusive culture and behaviours			
				2.3	Regional Collaboration and Peer Challenge		3.6	Workforce: building capacity, capability and confidence			
				2.4	SW Reforms Plans and Maturity Matrix Analysis		3.7	Targeted Projects			
				Maturing Local Area Partnerships Improvement and Innovation				3.8	Sub regional collaboration Pilot project.		
Monitoring the projects			Benefit		Baseline		Targeted Benefit	Regional Improvement Workstream		£675,000	

Section 3 Summary Slide: This slide summarises how section 3 of the Grant Plan has been developed and demonstrates how the plan aligns to DFE reforms.



Links to DFE Regional RISE PLAN: There are clear links between the RISE plan and the RIIA Grant Plan.



**Department
for Education**

Guidance

RISE: South West regional plan summary

Updated 3 July 2026

Inclusive mainstream Offer

RISE support for inclusive mainstream education.

- Drive access to the national SEND training offer; and promote the Regional Improvement and Innovation Alliance (RIIA)'s South West SEND Learning Academy and wider Continuing Professional Development (CPD) opportunities to improve everyday practice and build mainstream capacity.
- Promote a funded RIIA programme for trusts to work with sector specialists to develop a blueprint for delivering effective inclusion bases; and share the resulting learning to inform future provision and drive greater regional consistency.
- Promote effective local partnership practice, including use of the South West Inclusion Charter (SW Compass), to help settings strengthen key stage 2 to 3 transitions; and champion the RIIA's local area partnership peer-reviews as a mechanism to improve transition arrangements and embed inclusive practice.

* Links between Childrens Social Care aspects of the RIIA plan and SEND are highlighted in yellow through out the document.

* LAP mean Local Area Partnership, and this includes our key strategic partners such as our Regional PCF colleagues. Where ever LAP is used there is an assumption that co production will take place across the partnership. Pillar 1 runs through each project below.

Requirement 1: SEND Data Capacity and Capability

RIAs should continue to support the better use of data by individual LAs and collectively as a region to support collaborative improvement and reform delivery.

- Build on work that has already started on systematically collecting SEND and AP data including the sharing of SEND and AP data across different agencies and institutions in the region, particularly with health partners. Work towards resolving local issues in data collection where possible.
- Develop analytical expertise and experience within the RIA. Use this expertise to identify trends, outliers and policy issues both quantitatively and qualitatively within local and regional SEND and AP data. The resource should directly support senior regional leaders to drive improvement and work collaboratively with the Children's Improvement Board (CIB) to improve oversight of the regions SEND system.
- Work with the Department and other partners to support the development of a national SEND data set of core indicators to ensure national join-up on data collation. This work should be developed alongside data returns provided to the Department by LAs and Local Area Partnerships as part of the Local SEND Reform plans.

Project(s): Please outline the projects you will undertake to achieve this objective across the region. Please add more as necessary	Pillar: Identify the key pillar that this project seeks to deliver against across the region. Where there is more than one pillar targeted by a project, please identify the core pillar.	Benefits: What benefits will the RIA realise through the delivery of this project?	Baseline: What is the current baseline of performance against the benefit you have described for this project?	Target: What is your targeted benefit for this project and over what timeline?	Indicative funding per quarter
1.1 Project Regional Data and insights. This includes sub projects: 1.1.1 SW Context Data slides and analytics insights project. 1.1.2 Bench marking regional data project. 1.1.3 Project regional data return.	Pillar 7: Targeted and judicious use of resources including place planning, sufficiency, use of capital. Sub Pillar 2: Effective system leadership and governance.	Regional dataset will align with emerging national SEND core indicators and Local SEND Reform Plan returns to support national data development. Early identification of risks. Greater accountability and transparency. Evidence-based strategic decision making.	25 /26 Baseline 75% of LAP's make quarterly submissions to regional SEND data set. This will then be aligned with national data set returns.	By the end of Q4 2026/27, achieve 100% quarterly data submissions from all 15 South West local authorities (including the amended Isles of Scilly collection), enabling comprehensive regional intelligence. This will support the production of at least three regional dashboard updates (Q2, Q3, Q4) annually, providing data-driven insights to inform DCS strategic priorities, strengthen CIB oversight, and support the	Q2:
					Q3:
					Q4:

		Targeted regional activity aligned to priorities identified through data analysis. Analytics will be used to identify trends, outliers and policy issues through both quantitative and qualitative insights, enabling informed decision making and timely action. Maintains a single regional evidence base for benchmarking, pressure points and shared improvement planning. Regional dashboard products will be routinely used in SEND reform planning, LAP governance discussions and regional improvement prioritisation.		planning, targeting, evaluation of SEND and AP reform delivery. By Q4 regional datasets will align with DfE SEND reform data requirements and emerging national core indicators to support national consistency and data development.	
1.2 Project Regional Data work force development. This includes sub project: 1.2.1 Professional development - data and insights project.	Pillar 6: Skilled workforce across LA, education settings, health and social care	Increased data capability and capacity across partnerships. Access to specialist analytical expertise and improvement support. Strengthening local data capability and increasing the quality and timeliness of statutory returns. Accelerated system-wide improvement through shared intelligence and best practice.	87% average attendance at local authority data leads network. Currently education settings and health representation at data networks is limited.	By the end of Q4 2026/27, all South West local authorities will have shared analytical expertise, improvement support and regional benchmarking available. Annual reach and impact data will demonstrate that on average 93% attendance of LAP data and insight leads at network meetings with engagement from health and education partners. Data to gain insights will be embedded in RIIA work.	Q2:
					Q3:
					Q4:

		Enhanced ability to meet statutory data return requirements. This will enable more consistent, evidence-based decision making and accelerate improvement across the region through collaborative learning and targeted intervention.		By Q4 all 15 LAP will make statutory data returns. By Q3 80% of attendees will report increased confidence in data interpretation (measured by self-report scales).	
Requirement 2: SEND Regional Diagnostics Continue to identify issues in SEND and AP provision within LAs and across the region; - Ensure there is an agreed delivery strategy for Regional Diagnostics to review area(s) of SEND performance within LAs in the region and area(s) of performance across the region as a whole, considering the Schools White Paper and SEND reforms. It should identify areas of strength and effective practice that can be disseminated and areas of the weakness that can be targeted for improvement. - Deliver the designed Regional Diagnostics. Ensure delivery is available to every LA in the region. Delivery can take any form the RIIA and LA deems appropriate and could include a self-assessment and/or peer challenge programme to drive improvement. - Collate and share headline learnings from the Regional Diagnostics with individual LAs and across the region to inform continuous improvement and sharing of good practice. Liaise with the CIB RIIA engagement sub-group to share learnings from Regional Diagnostics. - Utilise the Department's 7 SEND pillars and the requirements of the local SEND reform plans in the delivery of regional diagnostics to ensure the RIIA is best supporting the local areas transformation, and the development of their local SEND reform plans.					
Project(s): Please outline the projects you will undertake to achieve this objective across the region. Please add more as necessary	Pillar: Identify the key pillar that this project seeks to deliver against across the region. Where there is more than one pillar targeted by a project, please identify the core pillar.	Benefits: What benefits will the RIIA realise through the delivery of this project?	Baseline: What is the current baseline of performance against the benefit you have described for this project?	Target: What is your targeted benefit for this project and over what timeline?	Indicative funding per quarter
2.1 Project diagnostics. This includes sub project: 2.1 Project Place Diagnostics.	Pillar 3: Accurate understanding of needs through effective use of data.	Access to specialist insight, data analysis and improvement expertise.	Quarterly data insights from historical data return which has 4 SEND metrics.	By Q4 2026/27, all 15 Local Area Partnerships (with a bespoke approach for the Isles of Scilly) will receive quarterly SEND intelligence reports covering a	Q2:
					Q3:
					Q4:

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(See project 1.2 re support to achieve data returns).		Increased data capacity and capability across the region. Stronger reporting to governance structures, enabling data-driven transformation and informed decision making. Enhanced local SEND system capacity through coordinated regional support and shared learning. Review emerging mediation and dispute resolution arrangements. This work builds on the established CSC and SEND regional data and insights infrastructure to create a more integrated understanding of outcomes, vulnerability, inclusion, sufficiency and reform readiness across education, health, social care and local area partnerships. Where appropriate, thematic analysis will include intersections between children's social care, SEND, inclusion, health reforms and care experience to support joint regional priorities Findings will inform both CSC and SEND regional improvement priorities, creating a coordinated approach to system transformation, workforce development and partnership maturity	*A new baseline will need to be established contingent on Local Government Reform.	core suite of metrics, highlighting trends, risks, outliers and improvement priorities. Findings will be reviewed through regional leadership and practice networks to inform the universal improvement offer. By end of Q4 (25% Q2 25% Q3 50% Q4) each Local Area Partnership will participate in at least one annual insight conversation with LAP and RIIA leads, supporting the early identification of risk, continuous improvement and stronger strategic leadership. This will strengthen regional data intelligence, enabling all 15 Local Area Partnerships to drive evidence-based decision making and support local area SEND transformation. Intelligence findings will inform annual SEND reform implementation and regional improvement planning. By Q3 further scoping conversations with Regional mediation service (Global) will be completed regarding data sharing.	
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2.2 Project Data Innovation: Sub projects are listed below in 2.2.1 onwards. (See project 1.2 re support to achieve data returns).	Pillar 3: Accurate understanding of needs through effective use of data. Sub Pillar 7: Targeted and judicious use of resources including place planning, sufficiency and use of capital.	Strengthens evidence-based decision-making and supports SEND reform through improved regional intelligence. Innovation programmes will bring additional resource and expertise, which can: Strengthen local SEND systems without over-reliance on existing capacity. Provide access to specialist insights, data analysis, and improvement methodology. Accelerate improvement beyond what individual areas could achieve alone. Leading to improved performance and outcomes for our children and young people. More specifically, by improving system design and collaboration, regional work contributes to: •Timely and effective support •Alignment between need and provision •Improved long-term outcomes, including education, health, and independence. Supports the development of consistent practice models across the South West, including opportunities for shared learning with SEND practice development and inclusion workstreams.	Limited regional capability to generate consistent, actionable insight across key SEND priority areas, including Post-16 outcomes, EOTAS, EHE and NEET cohorts. Variability in the availability and quality of data to support evidence-based decision making, risk identification and improvement planning. Regional average timeliness for EHC needs assessments completed within 20 weeks is 29% across the South West. Annual review timeliness will also be monitored.	By Q4 2026/27, regional data slides will be available across key SEND priority areas, including specialist placement sufficiency (Q3), outcomes (Q3), P4A post-16 participation (Q3), attendance (Q4), suspensions and exclusions, EOTAS, NEET and EHE (Q4), providing a robust evidence base for curious conversations and strategic decision making. Insights and discussions will directly support the implementation of SEND reforms and wider education improvement priorities, enabling progress to be monitored against agreed reform outcomes and measurable indicators. It is not possible to say exactly what the actions will be until the data has been gathered and discussions have taken place. All 15 South West Local Area Partnerships will have the opportunity to participate in at least one of nine data-led improvement projects, tailored to local need and regional priorities (	Q2: Q3: Q4:
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		Where appropriate, thematic analysis will include intersections between children's social care, SEND, inclusion, health reforms and care experience to support joint regional priorities		By Q4 The learning, methodologies and effective practice emerging from the nine projects will be captured and shared regionally, accelerating improvement, reducing duplication and strengthening system-wide capability across all 15 Local Area Partnerships.	
2.2.1 AI Experts Project		Builds capability to use AI safely and effectively across SEND services. Strengthen local SEND systems without over-reliance on existing capacity. Connects research, regional learning and practice development so local authorities can apply evidence consistently.	The use of AI across the region is currently limited and inconsistent, with varying levels of awareness, confidence, adoption and governance arrangements.	By Q4 26 /27 all 15 LAP will have the opportunity to take part in AI Learning Academy CPD (75% attendance expected). Participating LAP will demonstrate increased confidence (pre and post engagement self-report scales). By Q3 26/27 regional level scoping report to demonstrate how we could evaluate and scope joint commissioning or development of an AI solution. Report will be presented to SEND lead DCS. By Q2 initial AI CPD programme agreed and launched.	
2.2.2 Sufficiency of specialist placements: context and insights project		Improves commissioning and sufficiency planning through better understanding of demand and provision pressures.	Regional baseline data to be established and be available in format that is usable for actionable insights.	By Q4 2026/27, regional data infographic slides will be available across specialist placements, sufficiency (Q3), outcomes, post-16 participation (Q3), attendance	

		Strengthen commissioning and sufficiency planning through specialist analytical insight, enabling a clearer understanding of demand, placement trends and regional pressures to support proactive, evidence-based decision making Supports a broader regional understanding of sufficiency across children's social care, specialist provision, inclusion and transitions into adulthood.		(Q4), exclusions and suspensions, EOTAS, NEET and EHE (Q4), enabling more effective commissioning, strategic planning and targeted improvement across all 15 South West Local Area Partnerships. Intelligence will inform regional commissioning discussions and sufficiency planning across 100% of LAPs.	
2.2.3 Transport Project: context and insights.		Accelerate improvement through regional collaboration, achieving greater impact than individual Local Area Partnerships could deliver alone, and driving improved performance and outcomes for children and young people.	Restricted ability to generate actionable insights on key areas such as H2S Transport.	By Q4 1 pilot project will be completed with Cornwall LA (based on diagnostic data re travel time and costs) and opportunity for other LAP to take part in the project will be available. Taking part is dependent on the diagnostic data and LAP capacity. By Q2 Transport project scope agreed with LAP By Q3 Project implemented By Q4 Project completed and region insights gained and shared.	
2.2.4 EHC NA: 20-week timeliness Project		Improves timeliness and effectiveness of EHC needs assessment processes. Provide specialist analytical and improvement expertise to strengthen local SEND systems, build capacity, and support evidence-led decision	Regional 20-week average for SW is 29%	By end of Q4 project completed and regional insights gained. By end of Q3 project implemented and underway. By end of Q2 project scoped and planned with LAP.	

		making. Regional collaboration will accelerate improvement beyond the capability of individual Local Area Partnerships, leading to stronger performance and better outcomes for children and young people.		*There is significant variation in 20 – week timeliness data across the region. Actions related to this work will be bespoke and enable targeted improvement where needed. A target will be set dependent on the individual LAP baseline. Regional ambition is improvement from the current South West average of 29%, with all participating LAPs evidencing measurable improvement against their baseline.	
2.2.5 E@H regional project – Data focus.		Provide timely and effective support to develop Experts @Hand (E@H) datasets and establish robust baselines for monitoring trends, demand and outcomes. Support the development of consistent practice across the South West through shared learning and alignment with SEND practice development and inclusion workstreams. Insights and workforce implications available from E@H analysis to develop actionable workforce insights.	All Local Area Partnerships have submitted SEND Reform Plans and draft E@H models to the DfE. A regional E@H baseline and data context remain under development.	By Q3 2026/27, all 15 Local Area Partnerships will have contributed to the development of a regional E@H data framework and baseline. Building on SEND Reform data returns, this will create a more consistent and comparable evidence base to support benchmarking, improvement planning and evidence-led decision making across the South West. By Q3 Exploration to see if LAP data returned as part of reforms submissions to DfE can be turned into useful baseline for E@H.	

				By Q4 insights available and used to set regional priorities.	
2.2.6 Pupils outcomes: SW Inclusion context and insights project.		Provides a shared understanding of SEND outcomes across the region. Regional understanding of pupil outcomes, including education, health, and independence for CYP with SEND. Maintains a single regional evidence base for benchmarking, pressure points and shared improvement planning.	Regional baseline data context slide in development – metrics need to be agreed.	By Q3 26 /27 regional infographic slide on outcomes will be available leading to actionable insights. By Q4 outcomes intelligence and findings produced and used by regional team to identify at least three priority improvement actions.	
2.2.7 Post 16: SW context and insights project.		Improves understanding of post-16 participation, pathways and outcomes. Increased data capacity and capability to inform post 16 practice. Strengthens evidence-led decisions, identifies regional trends and aligns data, workforce and improvement support with priority needs.	Regional baseline data context slide needs development and outcomes metrics need to be agreed.	By Q3 2026/27, a regional PFA Post-16 data slide will be produced. This slide will be available to the networks and local area partnerships. The slide will be used to create discussion and actions. The planned actions will vary depending on discussions and the networks. By Q4 Findings will be available to inform PFA network group which will lead to local area partnership and regional improvement activity. The activities will depend on the data and discussions.	
2.2.8 Exclusions and suspensions: SW context and insights project.		Supports targeted action to improve inclusion and reduce exclusions.	Regional baseline data context slide needs development and outcomes metrics need to be agreed.	By Q4 2026/27, a regional exclusions and suspensions data slide will be produced, this slide will be available to the networks and local area	

		Increased data capacity and capability strengthens evidence-led decisions.		partnerships. The slide will be used to create discussion and actions. The planned actions will vary depending on discussions and the networks. For example, the actions planned at case officer networks will differ to those in the AD networks. By Q4 findings will be available to inform AD Education and Inclusion network group which will lead to place and regional improvement activity. By Q3 Scoping exercise will be completed and information made available to chairs of Education and Inclusion AD network.	
2.2.9 EOTAS, NEET, EHE SW context and insights project.		Improves understanding of vulnerable cohorts and emerging risks	Regional baseline data context slide needs development and outcomes metrics need to be agreed.	By Q4 2026/27, regional data slide will be produced on EOTAS, NEET and EHE This slide will be available to the networks and local area partnerships. The slide will be used to create discussion and actions. The planned actions will vary depending on discussions and the networks.	
		Strengthen regional data capability by building on established SEND data and intelligence infrastructure, creating a more joined-up view of outcomes, vulnerability and inclusion to support strategic planning, early intervention and system-wide improvement.		By Q4 findings will be available to inform Education and Inclusion AD network group which will lead to place and regional improvement activity. .	

				The activities will depend on the data and discussions.	
2.3 Regional Collaboration and Peer Challenge. This links to DFE RISE Plan.	Pillar 2: Effective system leadership and governance	Improved readiness for reform through targeted, place-based approaches that enable Local Area Partnerships and sub-regional groups to develop and implement the right solutions for their communities, delivering greater impact and more sustainable improvement. Provides oversight of interdependencies between Families First reforms, Best Start in Life, SEND reform plans, Local Area Partnership maturity and neighbourhood-based models of delivery. Identifies where LAs and partners need shared learning, implementation support, workshops or escalation to strengthen reform delivery.	100% participation in the regional SEND Peer Challenge programme, excluding Local Area Partnerships deferred due to inspection activity	By Q3 the peer challenge model will be redesigned to include collaborative workshops, solution-focused discussions and the sharing of effective practice, strengthening collective learning and accelerating SEND reform implementation across the region. By Q3 the region will have a comprehensive overview of all 15 Local Area Partnership SEND Reform Plans and Maturity Matrices, providing a richer understanding of strengths, risks, common themes and emerging priorities. By Q2 2025/26, peer challenge findings will be translated into a prioritised regional improvement plan. By Q3 2027 regional peer challenge process reviewed and dates set for event. By Q4 2026/27, there will be demonstrable evidence that findings have informed network activity, targeted support,	

				shared learning and escalation to Directors where appropriate.	
2.4 SW Reform Plans and Local Area Maturity Matrix Analysis	Pillar 2: Effective system leadership and governance Sub pillar 4: High quality Service delivery at Universal, targeted and specialist levels to promote inclusion.	Strengthen regional readiness for SEND reform by creating a single, integrated view of SEND performance, reform planning, partnership effectiveness and system sustainability. This will promote greater consistency across the region, improve understanding of risks, accelerate the sharing of effective practice, and translate intelligence and peer learning into targeted improvement activity, supporting successful reform implementation and improved outcomes for children and young people Improved readiness for reform. Provides oversight of interdependencies between Families First reforms, Best Start in Life, SEND reform plans, Local Area Partnership maturity and neighbourhood-based models of delivery.	Each LAP has a submitted plan a with maturity matrix and data for analysis.	By Q4 26 / 27 the SW will have a thematic analysis of proposed SEND transformation and local area maturity measures. Recommendations will be translated into support actions. By Q3 review of 6 LAP documents completed. By Q2 scope and commission consultant to complete analysis. Draft initial report prepared. This will be shared and lead to actionable insights and a support offer (linking to 2.1).	

Requirement 3: SEND Regional Improvement

Deliver programmes of work that support delivery of SEND and AP improvement and reform across every LA within the region and where appropriate, with specific regions.

- Design and deliver activity that drives improvement and effective delivery of SEND reforms and transformation of the system. Activity should support key areas as outlined in the Department's 7 SEND pillars, and drive priorities aggregated from within the region's Local SEND Reform Plans, supported by learnings from the Change Programme.
- Regional support provided by the RIIA should include a specific focus on collaboration and join-up across the design and delivery of Local SEND Reform Plans for all LAs in the region. This could include establishing communities of practice for relevant leads involved in plan design, development, and delivery.
- With agreement of the whole RIIA and in consultation with the DfE regional team, delivery of regional improvement support projects can, in some instances, be targeted at specific LAs.
- Projects should be developed with the support and engagement of regional partners specifically including, but not limited to, health (Integrated Care Boards), Parent Carer Forums (PCFs), and education settings.

Project(s): Please outline the projects you will undertake to achieve this objective across the region. Please add more as necessary	Pillar: Identify the key pillar that this project seeks to deliver against across the region. Where there is more than one pillar targeted by a project, please identify the core pillar.	Benefits: What benefits will the RIIA realise through the delivery of this project?	Baseline: What is the current baseline of performance against the benefit you have described for this project?	Target: What is your targeted benefit for this project and over what timeline?	Indicative funding per quarter
3.1 SEND Regional Improvement Systems	Pillar 2 Effective Leadership and governance. Sub pillar 5: Effective working across education, health and social care.	Strengthens leadership, governance and regional coordination. This project underpins the successful delivery of the wider programme by providing the strategic leadership, coordination, capacity, and infrastructure needed to drive progress. It establishes and maintains key networks and partnerships, manages communications and engagement activities, and ensures effective	One full-time Regional Coordinator and Principal Educational Psychologist (PEP) Two Project Officers (0.6 FTE each) Two Lead Professionals representing Health and Education settings A register of consultants available to support the project, commissioned through Connect to Dorset.	By Q4 2026/27, maintain a high-performing regional team with the capacity and capability to deliver a comprehensive programme of SEND improvement activity and events across the financial year. By Q3 review and strengthen the role, membership, and operating model of the South West SEND Steering Group to establish a robust system leadership approach for SEND.	

		governance and oversight across all workstreams. By providing dedicated project capacity, it enables the timely and effective delivery of the activities and outcomes set out in this plan. Creates stronger alignment with CSC and Health reform implementation, Local Area Partnerships and inclusion workstreams, reducing duplication and supporting whole-system improvement This project also links across the DFE RISE programme – linking with the DFE regions team and educational settings. Establish and agree a consistent approach to engaging stakeholders and system partners in the design, delivery, and evaluation of Regional Improvement and Innovation Alliance (RIIA) projects, ensuring that activity is informed by sector expertise, lived experience, and regional priorities.	The links to regional key strategic partners are mentioned in 3.3 (Regional PCF, Regional SENDIAS, CYPsA).	This will promote collective ownership and collaborative decision-making across local authorities, education settings, trusts, alternative provision, health and social care partners, parent carer forums, and children and young people. By Q3 develop and agree updated Terms of Reference and a clear system leadership framework that defines roles, responsibilities, governance arrangements, and decision-making processes across the region. By Q2 agree a review of Strategic SEND Steering group.	
3.2 Strengthening Inclusion across Education Health and Care Project. Sub Projects are outlined below from 3.2.1 onwards.	Sub Pillar 4: High quality service delivery at universal, targeted and specialist levels to promote inclusion	The South West RIIA will seek to maximise opportunities for alignment between CSC, Health and SEND improvement activity, recognising shared priorities relating to inclusion, multi-agency working,	See sub projects below	See sub projects below	

This links to DfE RISE Plan		workforce development, coproduction, practice quality, data and system leadership This project also links across the DfE programmes such as RISE– linking with the DfE regions team and educational settings.			
3.2.1 Inclusion Bases Project - regional collaboration with CDC. Application of national guidance with geography and demography of SW. This links to DfE RISE Plan.		Supports consistent and effective inclusion practice across the region. Develop a regionally informed Inclusion Bases model, in partnership with the Council for Disabled Children (CDC), that supports the consistent interpretation and implementation of national guidance across the South West. By reflecting the region's unique geography and demographics, the project will strengthen inclusive provision and support delivery of the DfE RISE agenda.	LAP received the Inclusion Base guidance in July 2026.	By Q4 2026/27, a suite of regional resources and practice guidance will be developed and made available, drawing on learning from collaborative events, communities of practice, networks, and shared regional expertise. This will support the dissemination of effective practice and strengthen consistency across the South West. 75% of LAP will report using resources to support local development. By Q3 Dissemination through networks and learning events and Inclusion Bases and Spaces event and workshop completed. By Q2 scoped and planned resources and guidance development through Inclusion Bases and Spaces event bringing together region to develop design principles	

				guidance. CPD event delivered 75% LAP attendance. All Local Area Partnerships (LAPs) will have access to a comprehensive programme of learning and development opportunities, including communities of practice, regional networks, and sector updates, enabling the sharing of evidence-informed approaches, innovation, and improvement activity across the region. 100 % of LAP will attend at least 1 of the learning opportunities.	
3.2.2 Multi-disciplinary Collaboration. Experts @ Hand Project – Place Based Solutions (includes ACP SSLT, Assistant EP work and work with educational settings and families).		The Experts @ Hand Place-Based Solutions project will strengthen multi-disciplinary collaboration across education, health and care, bringing together Principal Educational Psychologists, Senior SEND Leaders, educational settings, families and wider partners to develop responsive local solutions. This will support more consistent implementation of effective practice across the region and promote a shared approach to inclusion. Partnerships with universities and training providers will enable a coordinated regional approach to addressing SEND workforce	LAP have submitted Reform Plans with a proposed model of E@H.	By Q3 100% of LAPs will have had the opportunity to engage in multi-disciplinary E@H workshops, supporting professional learning, collaborative practice, and co-production with families. By Q4 A regional workforce planning process will be in place to identify workforce priorities and inform a future SEND workforce strategy and future E@H implementation. By Q3 contact will have been made with Exeter and Bristol Universities and a working relationship developed.	

		challenges, improving workforce sustainability and capability.			
3.2.3 Project OAIP Implementation – securing Inclusion across SW Region.		Improves confidence and consistency in delivery of OAIP approaches. Supports Local Area Partnerships in developing and refining Universal Offers Strengthens alignment across education, health and care systems, creating clearer governance arrangements, shared accountability, and defined responsibilities for OAIP delivery. Through the co-design and testing of inclusive models across the South West, the project will support greater consistency, innovation, and system-wide improvement	While regional OAIP guidance has been developed in partnership with the Council for Disabled Children (CDC), implementation is currently inconsistent across the region, with differing interpretations of OAIP and variability in inclusive practice across educational settings.	By Q4 2026/27, educational settings will demonstrate greater confidence and consistency in applying OAIP, with an improved understanding of the key reform principles of Early, Local, Effective, Fair and Shared, supporting more inclusive practice and better outcomes for children and young people. Q3 support programme will be delivered. Q2 Baseline confidence will be measured through self-report rating scales.	
3.2.4 Project SW Compass. Place-based partnership and maturity – Inclusion outcomes focus.		Promotes a shared regional improvement tool that strengthens collaboration and relationships across Local Area Partnerships (LAPs), fostering a culture of collective responsibility, peer support, and system-wide learning across the South West. Promotes shared understanding of inclusion and how to improve inclusion outcome measures.	Baseline to be established through an analysis of local area maturity matrices.	By end of Q4 26 /27 LAP demonstrate an increase in maturity by at least 1 point on the matrix.	
3.3 Project System Leadership, local partnership collaboration and coproduction – An essential	Sub pillar 1: Coproduction with parents/carers and CYP	Embeds the voices, experiences and perspectives of children and young people, parents and carers at	Regional Parent Carer Forums (PCFs), SEND Information, Advice and	By Q4 2026/27, a strong and sustainable regional approach to partnership working and co-	

key pillar that informs all work in this plan.	* Coproduction is a core pillar of the South West Regional Improvement and Innovation Alliance (SW RIIA) and underpins all areas of work. It provides the primary mechanism through which the voices, experiences and perspectives of children and young people (CYP), parents and carers are heard, amplified and embedded within regional priorities, decision-making and improvement activity. This is a fundamental enabler of the SW RIIA programme, cutting across all workstreams and ensuring that co-production remains at the heart of regional improvement. It is the principal route through which the voices of children and young people, parents and carers influence strategic planning, service development and system transformation.	the heart of regional improvement activity, ensuring that priorities, decision-making and service development are informed by lived experience. As a cross-cutting enabler of the SW RIIA programme, it strengthens co-production across all workstreams, supports more responsive and effective system transformation, and helps ensure that regional improvement activity delivers meaningful outcomes for children, young people and families. Includes consideration of shared approaches to coproduction, CYP voice, parent-carer engagement and workforce development across CSC and SEND improvement programmes Collectively, these developments will ensure that the voices of children, young people, parents and carers are embedded within regional improvement activity, strengthening co-production, informing system transformation and contributing to improved outcomes for children and young people with SEND across the South West.	Support Services (SENDIASS) and the Children and Young People's Advocacy Service (CYPSA) are funded to support regional co-production activity and participate as key strategic partners in regional governance, planning and improvement initiatives. While established mechanisms exist to capture the voices of children and young people, a revised and sustainable approach to CYP participation and engagement is required, with a new model to be developed and implemented by December 2026.	production will be embedded across the South West, with active engagement from SEND, education, health, Children's Social Care (CSC), Regional Parent Carer Forums (PCFs) and children and young people. By Q3 2026, a co-produced regional Children and Young People's (CYP) Voice Model will be established, ensuring that the experiences, views and priorities of children and young people consistently inform regional decision-making, service design and improvement activity. By Q2 2026/27, a regional programme of support, mentoring and peer learning for Parent Carer Forums will strengthen capacity, leadership and collaboration, supporting the sharing of effective practice across all Local Area Partnerships (LAPs). PCF to advise further on specific targeted benefit. By Q3 2026/27, the feasibility of a regional Parent Carer Forum survey will have been assessed, with	
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				recommendations produced to support a more consistent and effective approach to capturing and responding to parental experience across the South West. By Q4 2026/27, inspection, review and self-evaluation evidence will demonstrate stronger and more mature partnership working, with increased levels of co-production, collaboration and shared accountability across local areas.	
3.4 Regional project to understand access to specialist support and local placements across the region. Sub projects are outlined below from 3.4.1 onwards.	Pillar 7: Targeted and judicious use of resources including place planning, sufficiency and use of capital.	Strengthens strategic planning and sufficiency decision-making. Strengthens regional sufficiency planning, commissioning, provider engagement, and market development through a coordinated and integrated workstream. Improves collaboration across education, health, care, and community partners, enabling specialist expertise to be deployed effectively and supporting schools to meet needs earlier and closer to home. Develops a regional evidence base for effective inclusion, supporting	Need to establish one coherent data set for the region looking at specialist support and settings.	By Q4 2026/27, establish a regional infographic slide that provides a comprehensive overview of specialist provision across the South West, including key demographic, sufficiency, demand, and capacity indicators. The slide will be available to strategic leaders and network groups across education, health and care, providing a shared evidence base to support planning, commissioning, service development, and regional	

		informed decision-making and continuous improvement. Bridges research, practice, and reform, ensuring regional improvement activity is evidence-informed, aligned with national priorities, and focused on achieving sustainable outcomes for children and young people with SEND.		decision-making. This will be used by partners to support regional commissioning, planning and reform (identify trends, challenges, and opportunities, translating data into actionable insights that strengthen inclusion and improve outcomes for children and young people with SEND). By Q3 context report published and presented to lead DCS for SEND. By Q2 regional data set will be agreed.	
3.4.1 Project SW Inclusion Bases and spaces.		The Inclusion Bases and Spaces programme will support a consistent regional approach to inclusive provision, enabling children and young people with SEND to receive timely, effective support within their local communities. Through strengthened collaboration, workforce development, shared learning, and evidence-informed practice, the programme will enhance mainstream inclusion, improve outcomes, and contribute to a more sustainable and responsive SEND system across the South West.	Limited data and research evidence of key elements of effective inclusive bases in schools.	By Q2 26/27 we will have scoped with partners a data collection about inclusion bases and spaces across the region. The data will be used to inform insights and practice. By Q2 26/27 a multi-agency event will have been held to facilitate meaningful dialogue across education, health, care and families about the design of inclusion bases and spaces. By Q4 26/27 to have coproduced principles for the design of inclusion bases (specialist and support bases) in the region.	

3.4.2 Project SW SEND and AP: 3 Tier Model, APST and beyond.		Promotes greater consistency and effectiveness in alternative provision approaches. Developing shared regional approaches to Alternative Provision and commissioning will strengthen consistency in decision-making, provision design, and inclusive practice across local areas. This will support greater equity of access for children and young people and enable more efficient use of resources. By aligning AP sufficiency planning, commissioning, provider engagement, market shaping, and VCSE/community sector learning within a single strategic workstream, the region will be better positioned to respond to emerging needs, improve local provision, and strengthen pathways for children and young people.	There is currently variation across the South West in the availability, structure, and operating models of Alternative Provision Specialist Taskforces (APSTs), and 3 tier AP support resulting in differing levels of support, consistency, and impact.	By Q4 2026/27, there will be a clearer picture of the range of Alternative Provision models operating across the South West, including evidence of their effectiveness and impact on children and young people's outcomes. This will enable LAP to make informed choices about the nature of their provision. All LAP will have had the opportunity to take part in discussions about the 3-tier model of AP and APST and to discuss the findings from the CPP. 75% of LAP will attend the regional AP network. By Q3 Regional design principles established for effective AP. By Q2 Existing models mapped and reviewed.	
3.4.3 Project Delivering Clinical Tasks in Schools		Improves collaboration between education and health partners. Aligned approach to delivery and design improving experiences for families and outcomes for CYP. Developing communication between health partners and SW Special schools' leaders' network.	National guidance on the delegation and management of clinical tasks in schools has not yet been published, resulting in variation in local interpretation and practice.	By Q4 26 / 27 increased health representation at regional events including public health, VCSE and NHS providers. Established links with other key networks such as SW special schools' leaders' networks. Increased ICB attendance from measured baseline.	

		Focus of work will be to share insights and drive improvement.	ICB baseline attendance to be monitored.	By Q3 if national guidance is published, disseminate via networks. BY Q2 Project scope agreed and networks established.	
3.4.4 Project getting ready for school: Early Years Project		Strengthens readiness for school and early intervention support. Improved universal / targeted provision through readiness for school and preparedness of schools to support CYP. Clear connectivity between BSIL programmes and Health initiatives.	Period of rapid change and reform across health and uncertainty where some functions will be located. Establish a baseline for Health RIIA offer.	By Q4 26 / 27 sustained peer support for EYs health colleagues (public health and NHS). By Q3 increased connectivity and clear EY health focussed offer within RIIA. Performance will be measured through RIIA reach and impact data. 100% ICB attendance is expected. At least 80% participants will report that they agree or strongly agree that regional networks have been helpful to them in their work.	
3.5 Encouraging Inclusive culture and behaviours project. This includes sub projects as below from 3.5.1 onwards:	Pillar 4: High quality service delivery at universal, targeted and specialist levels to promote inclusion.	Supports implementation of SEND reform and inclusive practice. Creates stronger alignment with SEND reform implementation, Local Area Partnerships and inclusion workstreams, reducing duplication and supporting whole-system improvement.	There are substantial overspends within the High Needs Block, resulting in significant cumulative deficits across the region.	By Q4, the system will be transitioning into transformation, with the outcomes of reform plans understood and local authorities making measurable progress against their agreed plans.	

		Shared accountability towards a system that works for CYP and families whilst achieving value for money.		All LAPs demonstrate progress against SEND reform actions and regional maturity measures. By Q3 improvement actions implemented. By Q2 reform plans completed and feedback from DFE received on 90% of HNB deficits.	
3.5.1 SRO community of practice and peer challenge. This links to DFE RISE Plan.		Reform readiness. Enhanced readiness across the South West to deliver and embed SEND reforms, with greater alignment, capacity and confidence to implement change effectively. Provides oversight of interdependencies between Families First reforms, Best Start in Life, SEND reform plans, Local Area Partnership maturity and neighbourhood-based models of delivery	All South West local area partnerships have developed and submitted SEND and AP reform plans, providing a foundation for regional reform delivery.	From Q2 2026/27, 100% of Local Area Partnerships (LAPs) will have access to a comprehensive programme of communities of practice, professional networks, reform updates, and collaborative projects designed to support SEND and AP reform delivery. By Q3 75% will have attended at least 1 of the sessions. In addition, 100% of LAPs (excluding those subject to inspection activity) will have participated in the enhanced peer challenge programme, incorporating solution-focused approaches that translate peer review findings into actionable insights and supported improvement planning (see 2.3).	

3.5.2 LGA and RIIA collaboration		Strengthens sector-led improvement, challenge and learning. Through collaboration with the Local Government Association (LGA), Local Area Partnerships (LAPs) will be better positioned to: • Implement national SEND reforms consistently, effectively and at pace. • Respond to increasing demand and complexity within the SEND system. • Strengthen local capacity, capability and resilience. • Embed and sustain improvements over the long term, leading to better outcomes for children and young people with SEND. Wider System Benefit Partnership with the LGA will ensure that South West evidence, operational learning and local authority experience are systematically captured and shared, enabling the region to influence national policy development, shape improvement support, and contribute to the continuous refinement of SEND reform implementation.	Uptake of Local Government Association (LGA) peer challenge and peer review opportunities is currently low across the South West, limiting opportunities for shared learning and sector-led improvement. While LGA SEND scrutiny questions are available to support governance and accountability, their use is not yet consistently embedded across Local Area Partnerships (LAPs). The use of South West regional SEND data within Local Area SEND Partnership Boards is variable, resulting in inconsistent benchmarking, challenge and evidence-informed decision-making across the region.	By the end of Q3 2026/27, a scoping exercise will be completed with Directors, regional leads and the Local Government Association (LGA) to identify priority areas where LGA data, workforce support, sector-led improvement and peer challenge can add the greatest value. A scoping exercise will be delivered to identify where and what type of support is most effective. We will know if it has been completed as by the end of Q4 2026/27, a targeted regional support proposal will be agreed and aligned to identified areas of need. We will see participation in LGA peer reviews, mini-peer reviews and thematic peer reviews increase from the current baseline. In Q2 the current baseline will be established. By Q3 a South West SEND Board Chairs Network will be scoped to strengthen leadership, challenge, collaboration and the sharing of effective practice.	
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				We will know if the SEND Boards network is established and is using data to inform practice through a feedback questionnaire. We expect that by Q4 SEND Partnership Boards across the South West will make consistent use of regional benchmarking and contextual data to inform strategic decision-making, performance monitoring and improvement planning. By Q4 an impact review and feedback will be collated to assess the impact of the RIIA and LGA collaboration.	
3.5.3 Complex need and vulnerability project		Improves understanding of intersectionality across SEND, CSC and health systems. Builds on the established SEND regional data and insights infrastructure to create a more integrated understanding of outcomes, vulnerability, inclusion, sufficiency and reform readiness across education, health, social care and local area partnerships. Using data to understand the context and issues and to strengthen practice.	Establish baseline data for intersectionality between SEND, health and being in care.	By Q4 2026/27, arrangements will be in place to provide oversight of emerging health and social care reforms and their implications for the SEND system. Through this oversight, opportunities for strengthened multi-agency collaboration will be identified and developed, enabling partners to use data more effectively to generate actionable insights, inform	

		This will support: • Improved integration and alignment across education, health and social care. • Stronger use of shared data and intelligence to identify priorities and emerging risks. • The development of multi-agency solutions to complex system challenges. More coordinated planning and delivery, leading to improved outcomes for children and young people with SEND.		strategic decision-making, and drive service improvement. By Q3 Initial insights from data reviewed. By Q2 revision of data sharing agreements where necessary will be completed.	
3.5.4 Health and social Care reforms project (BSIL, Family Hubs, Neighbourhood Team, MACPT).		Improved readiness to reform and connectivity between reform areas. Improves alignment between SEND and wider reform programmes. Provides oversight of interdependencies between Families First reforms, Best Start in Life, SEND reform plans, Local Area Partnership maturity and neighbourhood-based models of delivery	A baseline will be established to identify system priorities and inform targeted improvement actions across the SEND system.	By Q4 26 27 oversight of new structures and context information to enable innovation and evaluation across the system. By end of Q2 plan (jointly with Social Care RIIA offer) targeted programme of regional sessions on Family Help, MACPTs, LCPP, FHLP and Best Start in Life, with outputs captured as shared learning or practical implementation materials.	

				By end of Q4 2026/27, 100% of ICB will have sent representatives to at least two events. By end of Q3 two regional learning events will have been delivered.	
3.5.5 SEND, Health, Social Care and transitions (including PFA project).		Creates one integrated view of CSC and SEND performance, reform readiness, partnership effectiveness and system sustainability, translating findings into regional improvement activity Collective problem-solving and shared learning will drive improved practice across the region, reducing variation and supporting more equitable outcomes for children and young people with SEND.	Establish a baseline understanding of the needs, experiences and outcomes of children and young people with SEND who are care experienced.	By Q4 2026/27, arrangements for oversight of key data will be established, and opportunities for multi-agency collaboration will have been developed to generate actionable insights. At least two priority insights will be identified and used to inform service improvement and strategic decision-making. Through joining with RIIA social care offer by end Q4 2026/27, complete at least two regional multi-agency learning sessions and convert identified partner issues into agreed regional actions, network resources or escalation routes. By Q2 September 26 PFA network will be established with attendance from 75% of LAP.	
3.6 Workforce: Building capacity and confidence.	Pillar 6: Skilled workforce across LA, education settings, health and social care.	Building the capacity, capability and confidence of staff across the system.	Some established networks and CPD across the region.	By Q4 2026/27, the regional Learning Academy model will be fully established, expanded and embedded across the	

This project links to the DFE RISE Plan. This includes sub projects that are part of the SW learning Academy: • 3.6.1 Project Leadership Pipeline • 3.6.2 Project enhanced SEND induction • 3.6.3 Project SEND and the Law • 3.6.4 Spotlight on SEND; Multi-agency CPD Series • 3.6.5 SEND Leaders in Health • 3.6.6 Project Inspection readiness • 3.6.7 Experts in AI project (see 2.2.1) • 3.6.8 SEND and AP regional conference • 3.6.9 EP CPD conference collaboration with universities.	Sub pillar 4: High quality Service delivery at universal, targeted and specialist levels to promote inclusion.	Provides opportunities to explore shared practice development frameworks across CSC and SEND, including inclusive, anti-racist and evidence-informed approaches Developed alongside CSC and culture work to promote consistent expectations, language and practice development approaches across children's services Alignment of learning opportunities with the CSC Learning Academy and communities of practice where there are shared themes including leadership, supervision, inclusion, multi-agency working and workforce development.		South West, providing a coordinated and sustainable approach to workforce development, collaboration and the sharing of effective practice. The regional Learning Academy offer will be accessible to 100% of Local Area Partnerships (LAPs). All LAPs will have participated in at least four regional CPD programmes or learning events. Increased engagement in regional learning opportunities will strengthen workforce capability, promote consistency of practice and support the effective delivery of SEND reforms. The Learning Academy will facilitate the systematic sharing of expertise, innovation and evidence-informed practice, contributing to improved outcomes for children and young people with SEND across the region. 75% of attendees report improved confidence, competence or knowledge following participation (pre and post self-report scales).	
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3.6.10 SW RIIA Strong Supervision and mentoring project – project design.		Strengthens workforce resilience, capability and leadership. Improve understanding of workforce confidence and capability to inform the development of a targeted and bespoke support offer. Strengthens alignment between SEND reform implementation, Local Area Partnership priorities and inclusion workstreams, reducing duplication and supporting a coordinated whole-system approach to improvement.	Baseline questionnaire to be developed as basis of a possible supervision and mentoring model availability across the region.	By Q2 Needs analysis completed to see if there is demand for supervision across the SEND system including in educational settings. By Q3 if the findings suggest that supervision is desirable, a model informed by workforce needs analysis and pilot will be agreed. If the findings suggest that supervision is desirable, by Q4 minimum participation target achieved	
3.6.11 SW SEND peer networks and multi-agency communities of practice – including senior leaders and LAP networks.		Creates stronger alignment with SEND reform implementation, Local Area Partnerships and inclusion workstreams, reducing duplication and supporting whole-system improvement Strengthens alignment between SEND reform, Local Area Partnership priorities and inclusion workstreams, reducing duplication and supporting whole-system improvement. Promotes shared learning, consistent practice and high-quality CPD across the region, while bringing together Local Authority, Trust and system leaders	Baseline data available for networks. Baseline data to be collected for new network and communities of practice.	By Q4 attendance and engagement across all Local Area Partnerships (LAPs) will increase from the established baseline, with specific improvement targets informed by baseline analysis. The reach and impact of senior leadership events will be monitored through attendance data and representation across LAPs. 75% of all LAP will have attended at least 2 events. Event evaluation will demonstrate impact, with a target of at least 75% of attendees reporting that the	

		to strengthen strategic collaboration, collective problem-solving and joined-up leadership for improved outcomes for children and young people with SEND.		sessions were useful and relevant to their role and practice (self-report surveys). This will support greater participation, strengthen regional collaboration and enhance leadership capacity across the South West.	
3.7 Targeted Support Project		Accelerates improvement through targeted innovation and investment. Dedicated innovation programmes provide opportunities to test, refine and scale innovative approaches to SEND delivery. They enable partners to pilot new models of provision, early identification, assessment and intervention; evaluate impact and effectiveness; share learning across the region; adapt proven practice to reduce duplication; and accelerate improvement through learning from both high-performing and improving systems. A robust evaluation approach will be implemented, including baseline, in-flight and post-implementation measures, to assess the impact of funded projects. An analysis of outcomes will be undertaken to identify the difference made, capture effective practice and inform future investment decisions. A clear regional outcomes framework will be developed and	In 2025/26, all Local Area Partnerships (LAPs) had the opportunity to apply for targeted funding to support SEND improvement and transformation activity. Six LAPs successfully secured funding to deliver eight projects identified as priorities for SEND transformation across the region. Learning from the Change Programme Partnership (CPP) and funded projects has provided valuable insight into emerging practice, implementation challenges and opportunities for wider system improvement and innovation	By Q2 a targeted support offer will be designed and outcomes framework agreed. Diagnostics, performance data and local intelligence will be used to identify areas that would benefit most from targeted support and investment. By Q3 LAP will have received funding or support to start the proposed work. By Q3 Robust evaluation approach will be agreed. By Q4 100% of Local Area Partnerships (LAPs) will have access to and benefit from learning generated through the targeted funding.	

		agreed, providing a consistent methodology for measuring impact, evaluating success and supporting the spread and scaling of effective approaches across the South West.			
3.8 Project sub regional collaboration. This includes pilot projects: 3.8.1 Plymouth, Torbay, Devon Cornwall E@H sub regional collaboration project	Pillar 7: Targeted and judicious use of resources including place planning, sufficiency, use of capital.	Tests the effectiveness of sub-regional approaches to improvement and service design. Emerging evidence suggests that sub-regional approaches may offer benefits to Local Area Partnerships (LAPs), particularly in addressing shared challenges such as (E@H). This project will provide an opportunity to test and evaluate these assumptions, identifying whether greater collaboration at a sub-regional level can improve efficiency, consistency of practice, capacity and outcomes. The learning generated will inform future approaches to regional working and service design.	RIIA work has focused on whole region and individual LAP projects.	By Q4 2026/27, the testing of sub-regional approaches, particularly the E@H model, will be underway, generating evidence on the benefits, challenges and impact of collaborative working across Local Area Partnerships (LAPs). The project will produce actionable insights and shared learning to inform future service design and delivery. It will also establish a baseline and framework for assessing the value of sub-regional working, supporting future decisions on investment and the development of targeted sub-regional improvement initiatives. By Q3 pilot activity underway. By Q2 evaluation framework agreed and pilot project plan agreed.	

CSC RIIA:

The purpose of this document is to form the core underpinning to the RIIA's delivery plan for the purposes of this grant. When completing this template, please refer to the Statement of Requirements which outlines the strategic ambitions for the RIIA grant. When drafting the CSC element of the plan, please also consider the National Framework outcomes and enablers, when designing your projects:

There are 3 enablers:

- Multi-agency working is prioritised and effective
- Leaders drive conditions for effective practice
- The workforce is equipped and effective

There are 4 outcomes:

- Outcome 1: children, young people and families stay together and get the help they need
- Outcome 2: children and young people are supported by their family network
- Outcome 3: children and young people are safe in and outside of their homes
- Outcome 4: children in care and care leavers have stable, loving homes

Within each Requirement, please also state which **reform programme** each project supports the delivery of across the region (e.g. RCCs, Regional Fostering Hubs, FFP). When a project aims to address a specific region-wide challenge (e.g. LGR, leadership), please identify how this initiative aids the successful delivery of a reform programme.

Requirement 1: Increase CSC Data Capability and Capacity

Each RIIA should:

- Continue to collect and report the core children's services indicators for FY26-27.
- Develop data collection and analytical capability within the RIIA to make effective use of local and regional CSC data.
- Use data insights to strengthen RIIA oversight, drive improvement activity, and inform senior regional leaders and the Children's Improvement Board (CIB).

Project(s): Please outline the projects you will undertake to achieve this objective across the region. Please add more as necessary	Reform programme: Identify the reform programme that this project will enable the delivery of across the region, and the relevant National Framework outcomes and enablers that this project progresses.	Benefits: What benefits will the RIIA realise through the delivery of this project?	Baseline: What is the current baseline of performance against the benefit you have described for this project?	Target: What is your targeted benefit for this project and over what timeline?	Indicative funding per quarter
1.1 Regional CSC benchmarking dashboard and core data returns	• Reform: FFP, RCC, Regional Fostering Hubs and wider reform readiness • Enablers: leadership; effective workforce • Outcomes: 1, 3 and 4	Maintains a single regional evidence base for benchmarking, pressure points and shared improvement planning. Builds on the established SEND regional data and	All 15 South West local authorities are participating in termly CSC data returns. A regional dashboard is being developed but does not yet provide a fully established	Q2: Maintain termly CSC data return arrangements and confirm the dashboard reporting cycle, with 100% of South West local authorities invited and expected to submit data. Q3: Publish at least one regional dashboard update and provide a progress report to DCS/CIB governance, identifying emerging	

		insights infrastructure to create a more integrated understanding of outcomes, vulnerability, inclusion, sufficiency and reform readiness across education, health, social care and local area partnerships. This aligns with SEND projects 1.1 and 2.1 on regional data, benchmarking and diagnostics.	reporting cycle across all reform priorities	regional improvement or reform priorities. Q4: By March 2027, maintain termly data returns from 100% of South West local authorities, publish three regional dashboard updates, provide three reports to DCS/CIB governance, and use findings to inform at least three regional improvement or reform priorities.	
1.2 Regional CSC insight, analysis and LGA support	• Reform: all CSC reform programmes, including FFP, MACPTs, Family Help, RCC, fostering and workforce reform • Enablers: leadership; effective workforce • Outcomes: 1–4	Strengthens evidence-led decisions, identifies regional trends and aligns LGA, data, workforce and improvement support with priority needs.	Quarterly reports continue to be produced. Analytical maturity, use of benchmarking and access to improvement support vary across the region. There are inconsistent processes for	Q2: Benchmarking data is displayed through a consistent, regionally accessible dashboard offer, with the regional data lead and analyst in place and supporting local authorities to use benchmarking intelligence. Q3: Produce quarterly regional insight reports and identify priority areas for intervention,	

			matching data intelligence to sector-led support. A new provider has been resourced and is in place and staffing is underway.	including where LGA or sector-led support should be brokered. Q4: By March 2027, produce four quarterly regional insight reports, secure or broker support for at least three agreed regional improvement priorities, and include thematic analysis where relevant across CSC, SEND, inclusion, health reform and care experience. <i>This mirrors SEND work on complex needs, transitions, health reform and multi agency data analysis.</i>	
1.3 South West sufficiency and fostering insight	• Reform: Regional Fostering Hubs and regional sufficiency planning • Enablers: leadership; multi-agency working • Outcome: 4	Improves commissioning intelligence, placement planning, fostering demand analysis and understanding of regional sufficiency pressures.	SWCA sufficiency planning activity and Fostering South West performance monitoring arrangements are in place, but a consistent regional performance framework is still developing.	Q2: Confirm the agreed sufficiency, fostering and implementation measures to support SWCA planning and Fostering South West implementation monitoring. Q3: By end Q3 2026/27, use agreed sufficiency, fostering and implementation measures to inform SWCA planning, provider engagement and phased hub delivery. Q4: By March 2027, agree a regional sufficiency dataset, establish a reporting mechanism	

				for fostering and placement sufficiency, produce a regional sufficiency report, and use evidence to inform SWCA planning and Fostering South West implementation.	
1.4 Evidence and research pipeline	• Reform: National Framework, FFP, Best Start in Life, MACPTs, Family Help and practice quality • Enablers: effective workforce; leadership • Outcomes: 1, 2 and 3	Connects research, regional learning and practice development so local authorities can apply evidence consistently. Supports the development of consistent practice models across the South West, including opportunities for shared learning with SEND practice development and inclusion workstreams. This links directly to SEND projects 3.2 (Inclusion), 3.5 (Inclusive culture and	SWCA sufficiency planning activity and Fostering South West performance monitoring arrangements are in place, but a consistent regional performance framework is still developing.	Q2: Agree the evidence and research pipeline and identify the regional forums and networks through which learning will be shared. Q3: Deliver at least one evidence update or learning input through a regional forum and identify emerging actions for regional practice development. Q4: By March 2027, deliver research and evidence updates through at least three regional forums, produce three evidence briefings, identify a minimum of four agreed actions arising from learning events, and monitor implementation through regional networks.	

		behaviours) and the Learning Academy			
Total Indicative Funding for CSC Requirement 1					

Requirement 2: CSC Regional Diagnostics

Regional diagnostics should assess whether local authorities and the wider region have the core capabilities - and regional systems - needed to deliver and sustain reform. RIAs should use the core principles of the National Framework to identify strengths and effective practice against the Framework's outcomes and enablers that can be disseminated, as well as areas of improvement that can be supported by regional improvement.

Diagnostics should also specifically draw out progress in implementing the following:

- Delivery of Families First Partnership Programme reforms - Identify areas of strength and effective practice against the core components of FFP which can be shared, as well as areas for improvement that can be supported by the CSC universal improvement offer – specifically via the Families First for Children Pathfinders.
- Regional Care Co-operatives - support and prepare the region for the role out of RCCs, driving forward arrangements at a regional or sub-regional level.
- Regional Fostering Hubs – Support the development of local and regional systems to better manage the market and increase the number of foster carers locally.

Diagnostics should also consider how Local Government Reorganisation, devolution, mayoral area formation and related reforms may affect the delivery of the above, including impacts on all South West local authorities, children's services teams, regional systems and partner footprints.

Project(s): Please outline the projects you will undertake to achieve this objective across the region. Please add more as necessary	Reform programme: Identify the reform programme that this project will enable the delivery of across the region, and the relevant National Framework outcomes and enablers this project progresses.	Benefits: What benefits will the RIIA realise through the delivery of this project?	Baseline: What is the current baseline of performance against the benefit you have described for this project?	Target: What is your targeted benefit for this project and over what timeline?	Indicative funding per quarter
2.1 South West CSC and SEND Joint Regional Diagnostic and Peer Challenge Programme. This links to DFE RISE Plan.	• Reform: FFP, Family Help, MACPTs, Best Start in Life, RCC, Fostering Hubs, SEND reform and wider transformation • Enablers: leadership; workforce; multi-agency working • Outcomes: CSC 1–4 and SEND improvement	Creates one integrated view of CSC and SEND performance, reform readiness, partnership effectiveness and system sustainability, translating findings into regional improvement activity.	A regional peer challenge has been completed (annually) and individual diagnostic activity is undertaken across CSC and SEND, but there is no single integrated diagnostic framework for both CSC and SEND.	Q2: Confirm the scope, approach and governance route for the joint CSC/SEND diagnostic and peer challenge programme. Q3: By December 2026, agree a joint CSC/SEND diagnostic framework with relevant regional networks and governance groups. Q4: By February 2027, complete the regional diagnostic and peer challenge report; by March 2027, convert findings into a prioritised regional improvement programme owned by relevant regional	

				networks and monitored through governance. <i>Directly reflects SEND projects 2.3 and 2.4</i>	
2.2 Local Government Reorganisation, devolution and regional reform support scoping	• Reform: LGR/devolution readiness supporting FFP, Family Help, MACPTs, RCC, Fostering Hubs, safeguarding, sufficiency and workforce reform • Enablers: leadership; partnership; workforce • Outcomes: 1–4	Provides a shared view of how LGR, devolution and related reforms may affect children's services, regional systems, partner footprints and reform delivery across all South West LAs.	Devon and Gloucestershire are directly affected; all South West authorities may experience wider system, workforce, partner or reform impacts. Initial discussions have taken place, but there is no agreed regional assessment of impact or support offer covering all South West authorities.	Q2: Identify affected and interested local authorities and partner organisations, and agree the approach for assessing LGR, devolution and wider regional reform impact. Q3: By December 2026, complete engagement with all affected and interested local authorities, ADCS and partner organisations, and produce an impact assessment. Q4: By March 2027, agree a regional support and mitigation plan with ownership, timescales and escalation routes.	
2.3 Reform readiness and multi-agency implementation diagnostics	• Reform: FFP, Family Help, MACPTs, FGDM, Best Start in Life and safeguarding reform	Identifies where LAs and partners need shared learning, implementation support, workshops	Regional reform readiness conversations and learning events have been undertaken during 2025/26,	Q2: Agree the programme of multi-agency implementation sessions and the approach for capturing learning, actions	

	• Enablers: leadership; workforce; multi-agency working • Outcomes: 1, 2 and 3	or escalation to strengthen reform delivery. Provides oversight of interdependencies between Families First reforms, Best Start in Life, SEND reform plans, Local Area Partnership maturity and neighbourhood-based models of delivery. This mirrors SEND 3.5.4 and 3.3	2025/26 activity included reform readiness feedback and regional sessions on MACPTs, Family Help, data, practice guides and collaboration.	and escalation requirements. Q3: Deliver at least two multi-agency implementation sessions, with representation sought from local government, health, police and education partners, and establish the regional action log. Q4: By March 2027, deliver at least four multi-agency implementation sessions, with a minimum expected attendance/representation from 80% of South West local authorities and relevant regional health, police and education partners, and convert learning into practical materials, network actions or escalation routes.	
2.4 Child sexual abuse practice, workforce and ACTS FAST impact review	• Reform: safeguarding reform, Family Help, MACPTs and workforce development	Clarifies workforce confidence, training needs and the impact of specialist family support for children and families affected	Work is developing with the CSA Centre. ACTS FAST has received 113 referrals since November 2025 and delivered 584 hours of 1:1 support.	Q2: Review ACTS FAST referral, activity and impact data and support the transfer of funding stream. Q3: Use the review findings to identify	

	• Enablers: workforce; multi-agency working • Outcomes: 1, 2 and 3	by child sexual abuse.		emerging workforce, training and commissioning implications with regional partners. Q4: By March 2027, use findings to shape the CSA practice offer and future commissioning options.	
2.5 Workforce, leadership, voice and care leaver support review	• Reform: all CSC reform programmes, care leaver support and regional consistency of offer • Enablers: leadership; workforce; multi-agency working • Outcomes: 1–4	Builds a rounded view of workforce, leadership, practice development, CYP/parent-carer voice and care leaver support needs linked to reform delivery. Includes consideration of shared approaches to coproduction, CYP voice, parent-carer engagement and workforce development across CSC and SEND	Workforce development, leadership activity and participation work are progressing through existing networks. Leadership courses have been available in previous years, creating a substantial regional alumni network. Practice models, approaches to sharing them, CYP and parent-carer voice, and Graduated Care activity are being developed through regional networks and project work.	Q2: Confirm the scope of the workforce, leadership, voice and care leaver support review and agree the evidence sources to be used. Q3: Identify emerging regional themes and priority areas through existing workforce, leadership and participation networks. Q4: By March 2027, complete a regional review of workforce, leadership and participation needs, identify three priority actions, share at least two examples of effective participation practice, and continue to fund the Care Leaver App/Graduated	

		improvement programmes. Direct alignment with SEND 3.3 and 3.6		Care programme for regional use.	
Total Indicative Funding for CSC Requirement 2					

Requirement 3: CSC Regional Systems

Each RIIA should:

- Collate and share learning from the Regional Diagnostics with LAs across the region through a regional community of practice for children's social care.
- Deliver regional solutions that support improvement to the regional systems identified through the diagnostic process.
- Establish effective partnerships with key regional stakeholders and safeguarding partners, specifically leaders in police, health and education.
- The South West RIIA will seek to maximise opportunities for alignment between CSC and SEND improvement activity, recognising shared priorities relating to inclusion, multi-agency working, workforce development, coproduction, practice quality, data and system leadership.

Project(s): Please outline the projects you will undertake to achieve this objective across the region.	Reform programme: Identify the reform programme that this project will enable the delivery of across the region, and the relevant National Framework	Benefits: What benefits will the RIIA realise through the delivery of this project?	Baseline: What is the current baseline of performance against the benefit you have described for this project?	Target: What is your targeted benefit for this project and over what timeline?	Indicative funding per quarter
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Please add more as necessary	outcomes and enablers this project progresses.				
3.1 CSA regional practice, training and family support offer	• Reform: safeguarding reform, Family Help, MACPTs and workforce development • Enablers: workforce; multi-agency working • Outcomes: 1, 2 and 3	Brings ACTS FAST and CSA Centre activity into one regional offer, strengthening specialist family support, practice tools, training and shared learning.	ACTS FAST support is operational and CSA Centre workforce development activity is being established regionally.	Q2: Confirm the CSA learning offer, delivery routes and accessible practice resource format through relevant regional networks. Q3: Deliver at least one regional CSA learning event and use feedback to refine the learning offer and practice resources. Q4: By March 2027, deliver the CSA learning offer through relevant networks and at least three regional learning events, with a minimum expected attendance/representation from 80% of South West local authorities across the programme. Store or produce regional practice resources in a format accessible to all local	

				authorities and teams, and agree recommendations for future commissioning and sustainability of ACTS FAST.	
3.2 Multi-agency reform alignment and partner engagement	• Reform: FFP, MACPTs, Best Start in Life and safeguarding reform • Enabler: multi-agency working • Outcomes: 1 and 3	Supports consistent implementation across LA, NHS, police, education and safeguarding partner footprints, making shared dependencies visible to Directors. Creates stronger alignment with SEND reform implementation, Local Area Partnerships and inclusion workstreams, reducing duplication and supporting whole-system improvement. Alignment with SEND 3.2, 3.3 and 3.5.	Regional roundtables have brought together safeguarding, NHS, DfE, police and local authority partners. These engagement sessions have been held with NHS, police, safeguarding, DfE and local authority partners, but implementation oversight as a result of the learning is still in development.	Q2: Agree the quarterly programme of multi-agency partnership sessions and confirm the approach for identifying shared implementation risks, dependencies and escalation routes. Q3: Deliver at least two multi-agency partnership sessions, with representation sought from local authorities, NHS, police, education and safeguarding partners, and provide a progress update to DCS governance. Q4: By March 2027, deliver a minimum of four multi-agency partnership sessions, with minimum expected representation from 80% of South West local authorities and relevant regional NHS,	

				police, education and safeguarding partners, identify shared implementation risks and dependencies, and provide quarterly reports to DCS governance identifying actions and escalation requirements.	
3.3 Evidence-informed practice and research implementation	• Reform: National Framework, FFP, Family Help, Best Start in Life, MACPTs, FGDM and practice quality • Enablers: workforce; leadership • Outcomes: 1, 2 and 3	Combines Research in Practice and Foundations activity into a single route for applying practice guides, workshops and evidence-based learning. Provides opportunities to explore shared practice development frameworks across CSC and SEND, including inclusive, anti-racist and evidence-informed approaches. Links with SEND inclusion and anti-racist practice pledge proposal.	Workshops and evidence-based practice activity with Foundations and Wiltshire are underway but have not yet been coordinated into a regional implementation programme.	Q2: Agree the coordinated evidence-informed practice programme with Research in Practice, Foundations and regional practice networks. Q3: Deliver at least one regional workshop or practice learning session and identify emerging practice development priorities. Q4: By March 2027, deliver two regional workshops, with a minimum expected attendance/representation from 80% of South West local authorities across the programme, disseminate learning through QA, PSW and practice networks, and	

				agree at least two regional practice development priorities with implementation plans.	
3.4 South West Children's Alliance sufficiency and commissioning plan	• Reform: regional sufficiency and commissioning reform • Enablers: leadership; multi-agency working • Outcomes: 1, 2 and 4	Develops regional sufficiency, commissioning, provider engagement, market shaping and VCSE/community asset learning in one coherent workstream. Provides a regional project manager in this space. Supports a broader regional understanding of sufficiency across children's social care, specialist provision, inclusion and transitions into adulthood. Strong alignment with SEND 3.4 and SEND sufficiency projects	SWCA is supporting sufficiency planning, regional framework development and commissioning intelligence; VCSE/community asset training is referenced in regional material. A single regional sufficiency plan is not yet in place.	Q2: Confirm the scope of the South West regional sufficiency and commissioning report and agree the approach for provider, VCSE and community asset engagement. Q3: Deliver at least one provider or VCSE engagement activity and identify emerging regional sufficiency and commissioning themes. Q4: By March 2027, produce a South West regional sufficiency and commissioning report, deliver at least two provider or VCSE engagement activities, with participation sought from all 15 South West local authorities, and present agreed recommendations to	

				regional leadership governance.	
3.5 Care leavers app / Graduated Care project	• Reform: care leaver support and regional consistency of offer • Enablers: leadership; workforce • Outcome: 4	Promotes a shared regional offer and improves access to information and support for care leavers.	The care leavers app/Graduated Care project is part of regional direct-impact systems work.	Q2: Continue funding for the Care Leavers App/Graduated Care project and confirm participating local authority reporting arrangements. Q3: Review available app data with participating local authorities to identify usage, reach and emerging development priorities. Q4: By March 2027, further develop use of available app data and report on the app offer with participating local authorities.	
3.6 Regional voice, national influence and Children's Improvement Team liaison	• Reform: all CSC reform programmes and National Framework implementation • Enablers: leadership; workforce; multi-agency working • Outcomes: 1–4	Ensures South West evidence, operational learning and LA experience inform national policy and improvement support.	Regional representatives contribute to ADCS policy groups and national discussions; the region works with sector-led improvement partners.	Q2: Confirm the reporting route between regional networks, DCS governance, national policy groups and the Children's Improvement Team. Q3: Provide at least one feedback report identifying emerging national policy, improvement support or sector-led support issues.	

				Q4: By March 2027, provide quarterly feedback reports between regional networks, DCS, national policy groups and the Children's Improvement Team, and identify at least two areas requiring development or expert support.	
3.7 Regional anti-racist practice pledge and practice development workflow	• Reform: National Framework, FFP, Family Help, MACPTs, safeguarding reform and practice quality • Enablers: workforce; leadership; multi-agency working • Outcomes: 1, 2 and 3	Develops a shared South West commitment to anti-racist, inclusive practice and a more consistent regional practice development model, recognising different local starting points. Developed alongside SEND inclusion and culture work to promote consistent expectations, language and practice development approaches across children's services.	No South West CSC anti-racist practice pledge is currently described; regional networks provide routes for shared learning and dissemination, utilising existing networks such as PSW network.	Q2: Scope research and co-design activity for the regional anti-racist practice pledge, involving regional partners and existing practice networks. Q3: By December 2026, complete research and co-design activity and produce a draft regional anti-racist practice pledge. Q4: By March 2027, secure regional agreement, deliver one regional learning event with minimum expected representation from 80% of South West local authorities, establish oversight arrangements	

		This links to SEND 3.2 and 3.5.		and agree annual review measures.	
3.8 Regional networks, reform workshops and workforce development	• Reform: all CSC reform programmes, including FFP, Family Help, MACPTs and workforce reform • Enablers: leadership; workforce; multi-agency working • Outcomes: 1–4	Maintains communities of practice for reform updates, shared tools, peer learning, leadership, supervision and workforce development, reducing duplication across LAs. Provides programme management and project officer support. Will align learning opportunities with the SEND Learning Academy and regional SEND communities of practice where there are shared themes including leadership, supervision, inclusion, multi-agency working and workforce development.	Regional networks and 2025/26 sessions have supported Family Help, QA, inspection preparation, workforce, sufficiency, MACPTs, practice guides and collaboration.	Q2: Confirm the annual programme of regional networks, reform workshops and workforce development activity, including attendance monitoring and alignment with SEND Learning Academy activity. Q3: Deliver at least two regional learning or reform events and monitor attendance, participation and engagement across core networks. Q4: By March 2027, deliver at least four regional learning or reform events, maintain 80% average attendance across core networks, achieve participation/engagement from 100% of South West authorities, and agree a targeted workforce and leadership development offer.	

		This aligns to SEND 3.6 and regional networks.			
Total Indicative Funding for CSC Requirement 3					
Total Indicative Funding of all 3 Requirements					

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Quarter	Delivery dates (12 weeks)	Reporting
2	03/08 - 23/10	26/10 - 20/11
3	26/10 - 15/01	18/01 - 18/02
4	18/01 - 09/04	12/04 - 07/05