

Tameside SEND 0-25 Strategy



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Foreword

As those responsible for SEND in Tameside, we know how important it is that every child and young person feels supported, included, and able to thrive—whatever their needs. But in May 2025, the SEND Local Area Inspection made it clear that we haven't been getting this right. The findings were tough to hear. They showed that too many families in our borough have been let down by a system that should be working for them.

This updated SEND Strategy is our commitment to doing better. It's been shaped by the voices of children and young people, parents and carers, schools, health professionals, and the council. It sets out a clear plan for how we'll work together to improve support, strengthen services, and make sure every child with SEND in Tameside gets the help they need—when they need it. It incorporates the Local Areas Priority Actions for improvement.

We're focusing on early identification, better joint working, and making sure families are properly involved in decisions. We're especially determined to improve support for children who are neurodiverse or have social, emotional and mental health needs—areas where we know demand has grown and services haven't kept pace.

This strategy is about rebuilding trust. It's about being honest about where we are, ambitious about where we're going, and clear about how we'll get there. We know change won't happen overnight, but we're committed to making it happen—and to keeping families informed every step of the way.

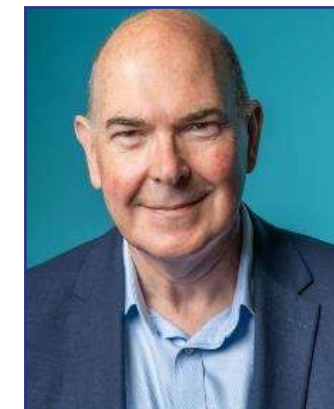
Thank you to everyone who's helped shape this strategy and the improvement plan that underpins our ongoing work. Your experiences, ideas, and determination are driving this work forward. Together, we can build a more inclusive Tameside—where every child and young person with SEND is seen, heard, and supported to succeed.



Cllr Leanne Feeley
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Metropolitan Borough
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Introduction

Introduction to the Tameside SEND 0-25 Strategy 2025-2028

In May 2025, a SEND Local Area Inspection identified widespread and systemic failings in Tameside, raising significant concerns about the experiences and outcomes of children and young people with special educational needs and/or disabilities (SEND). The findings make clear that urgent and sustained action is required across the local area partnership.

In response, we have updated the Tameside SEND Strategy from 2021 to reflect our renewed commitment to transformation. This Strategy has been co-produced with children and young people, parents and carers, Tameside Metropolitan Borough Council, NHS Greater Manchester Integrated Care Board (ICB), and education providers.

It sets out a clear and ambitious plan to improve the lived experiences and outcomes of children and young people with SEND across the borough.



Our Vision for Children and Young People with SEND in Tameside

Our shared vision, as outlined in the Children and Young People's Plan 2023–2026, remains unchanged:

“We want every child, young person and family to get the help and support they need to succeed as early as possible. Our vision is that children and young people with SEND have the opportunity to be the best they can be and to have choice and control over their support. We want to enable Tameside’s children and young people to have better education, health, and emotional wellbeing outcomes.”

Our vision is for children and young people with Special Educational Needs and Disabilities (SEND) to have the opportunity to be the very best they can be—empowered with choice, control, and access to the support they need. We are committed to improving outcomes in education, health, and emotional wellbeing, ensuring that every young person is well-prepared for a happy, healthy, and fulfilling adult life.

Tameside is a place where everyone can achieve their hopes and ambitions. Through strong partnerships and early identification of needs, we will work together to provide timely, effective support that makes a lasting difference.

This Strategy is our collective response to the inspection findings. It outlines how we will:

- **Identify needs earlier** and intervene more effectively.
- **Strengthen accountability** and transparency across services.
- **Work in genuine partnership** with families and professionals.
- **Focus on inclusion, ambition, and equity** for all children and young people with SEND.



In particular, we are committed to addressing the **three priority actions** identified in the inspection report:

1. **Strengthening our shared strategy** between the local authority and NHS Greater Manchester ICB, with a focus on:
 - Governance and oversight, including clear direction, ambition, and expectations.
 - Commissioning arrangements and service planning for children and young people with SEND.
 - Effective implementation and monitoring of strategies to improve outcomes.
2. **Improving information-sharing systems and processes** across education, health, and social care to enable more effective joint working and better experiences for children and young people.
3. **Addressing delays and gaps in the neurodevelopmental (ND) pathway**, ensuring timely access to assessment and support that meets the full range of needs.

We are especially focused on improving support for children and young people who are Neurodiverse and those who have Social, Emotional and Mental Health (SEMH) needs, where demand and complexity within Tameside have increased significantly.

The Strategy is underpinned by our co-produced I-Statements, which reflect what children, young people, and families say matters most. It includes clear measures of success—both quantitative and qualitative—so we can track progress and hold ourselves to account.

We recognise the scale of the challenge ahead. But we are determined to act with urgency, honesty, and ambition to ensure that every child and young person with SEND in Tameside is supported to thrive.



Local and National Context for SEND

Across the country, and here in Tameside, we recognise that some children and young people face additional challenges in their learning and development. These challenges may stem from a range of needs—some visible, others less so—but all require understanding, support, and a commitment to inclusion.

Children and young people are considered to have special educational needs (SEND) when they need extra help to learn, communicate, or navigate the world around them. This might be because they learn at a different pace, process information differently, or face barriers that make it harder to access the same opportunities as their peers. For some, this is linked to a disability that affects their ability to take part in everyday activities in the same way as others.

The Equality Act 2010 reminds us that disability can take many forms—physical, mental, sensory, or developmental—and that our duty is to remove barriers, not just accommodate them.

Whether a young person is living with a long-term health condition, a learning disability, or a mental health difficulty, they deserve the same chances to thrive, contribute, and belong.

Nationally, the SEND Code of Practice (2014) sets out how services should work together to support children and young people aged 0–25 with SEND. It emphasises early identification, joined-up working, and the importance of listening to the voices of children, young people, and their families. It also introduced Education, Health and Care Plans (EHCPs)—a more holistic way of planning support for those with the most complex needs.



This approach is underpinned by key legislation, including the Children and Families Act 2014, the Care Act 2014, and the Equality Act 2010. Together, these laws aim to ensure that:

- Support is coordinated across education, health, and care.
- Children and young people are involved in decisions about their lives.
- Planning for adulthood starts early, with a focus on independence and inclusion.
- Families can access personal budgets and tailored support.
- Local authorities and health services work together to commission services that meet local needs.
- Every area provides a clear and accessible Local Offer—a guide to the support available for children and young people with SEND and their families.

In Tameside, this national framework shapes our local ambition: to create a system that is inclusive, responsive, and built around the needs and aspirations of our children and young people. We know that getting this right requires strong partnerships, clear accountability, and a shared belief that every child—regardless of their needs—deserves to flourish.



What Do We Know About SEND In Tameside?

Tameside is a diverse and dynamic borough located on the eastern edge of Greater Manchester. As part of one of the largest metropolitan regions in the country, Tameside operates within a wider system of 10 local authorities and a single NHS Integrated Care System, all working together to improve outcomes for children and young people.

The borough is made up of four distinct neighbourhood areas, each with its own identity and community strengths:

- **North** – Ashton-under-Lyne
- **South** – Hyde, Hattersley, and Longdendale
- **East** – Dukinfield, Mossley, and Stalybridge
- **West** – Audenshaw, Denton, and Droylsden

Tameside is home to a growing population of children and young people with special educational needs and/or disabilities (SEND). In 2024, a refreshed Joint Strategic Needs Assessment (JSNA) for SEND revealed that 7,660 children and young people aged 3–19 were known to have SEND.

When extended to the full 0–25 age range, this number rises to 8,824.

What stands out is the rapid increase in demand for SEND support. Since 2017, the number of children and young people with an Education, Health and Care Plan (EHCP) has grown by 236%—the highest rate of growth across Greater Manchester. This trend reflects national patterns but is particularly pronounced in Tameside, placing significant pressure on local services and systems.

This context reinforces the urgency and importance of our updated SEND Strategy. It is not only a response to the findings of the 2025 Area SEND Inspection but also a proactive commitment to building a more inclusive, responsive, and ambitious local system—one that meets the needs of every child and young person with SEND in Tameside.



For every 100 Children in Tameside:

97

are born above the 5th percentile in weight.



92

are in education, employment or training.



40

are not school ready at age 5.



33

have a decayed, missing or filled tooth.



17

are living in poverty.



63

are of a healthy weight.



14

Have Special Educational Needs



3

children have a long term illness (e.g asthma) or disability.



3

are caring for a parent with an addiction, disability or illness.



10

(aged 5-16 yrs) will experience a mental health problem.



10

are born to mothers who smoked during pregnancy.



9

young people regularly smoke.



1

are admitted to hospital with an avoidable injury.



4

are affected by domestic abuse.



1 in 1,000

will be in care.



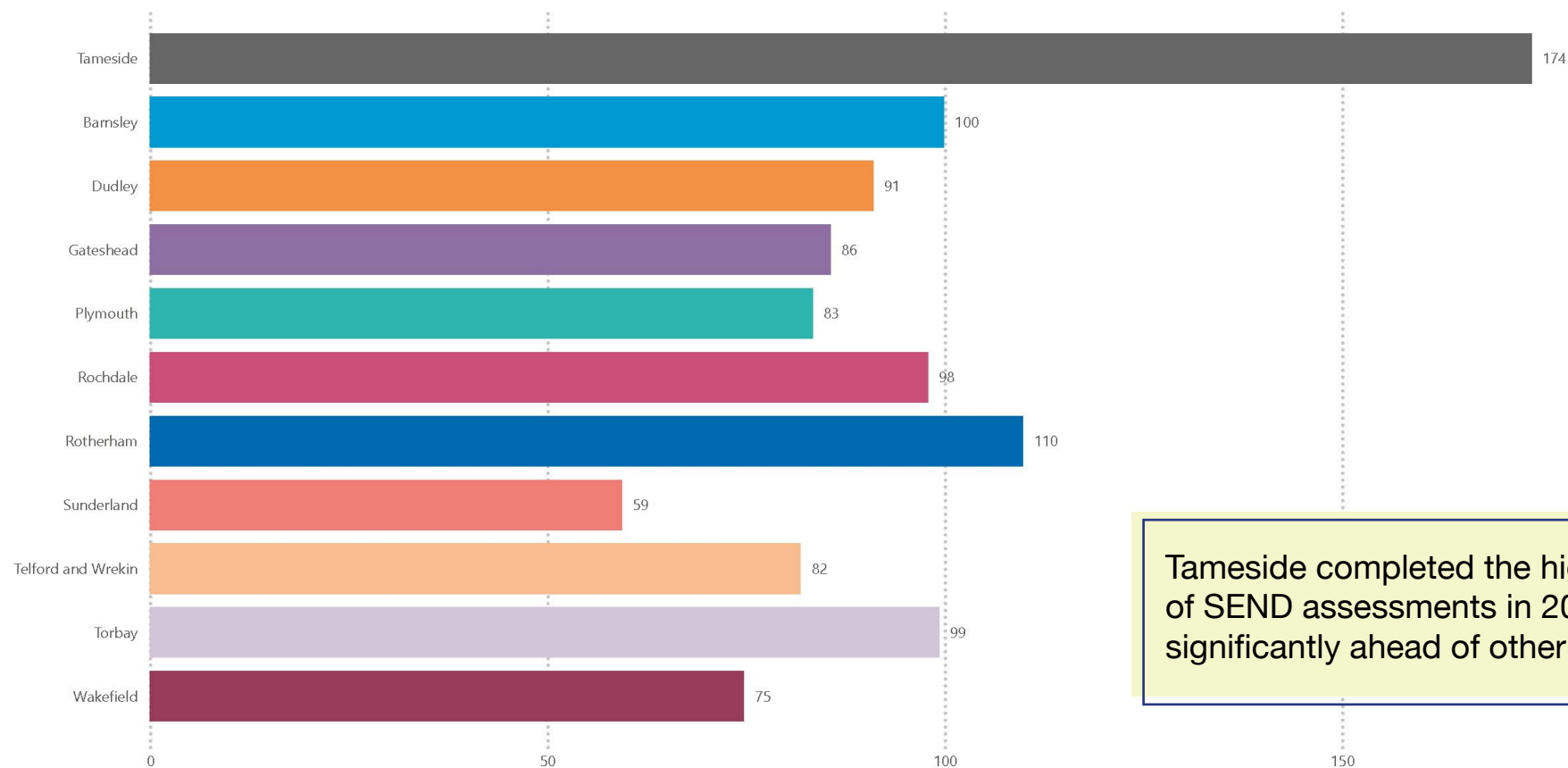
2

aged 15-17 is pregnant.



Tameside Local SEND Picture compared to statistical neighbours:

SEND Assessments Completed in Year (2023-24)

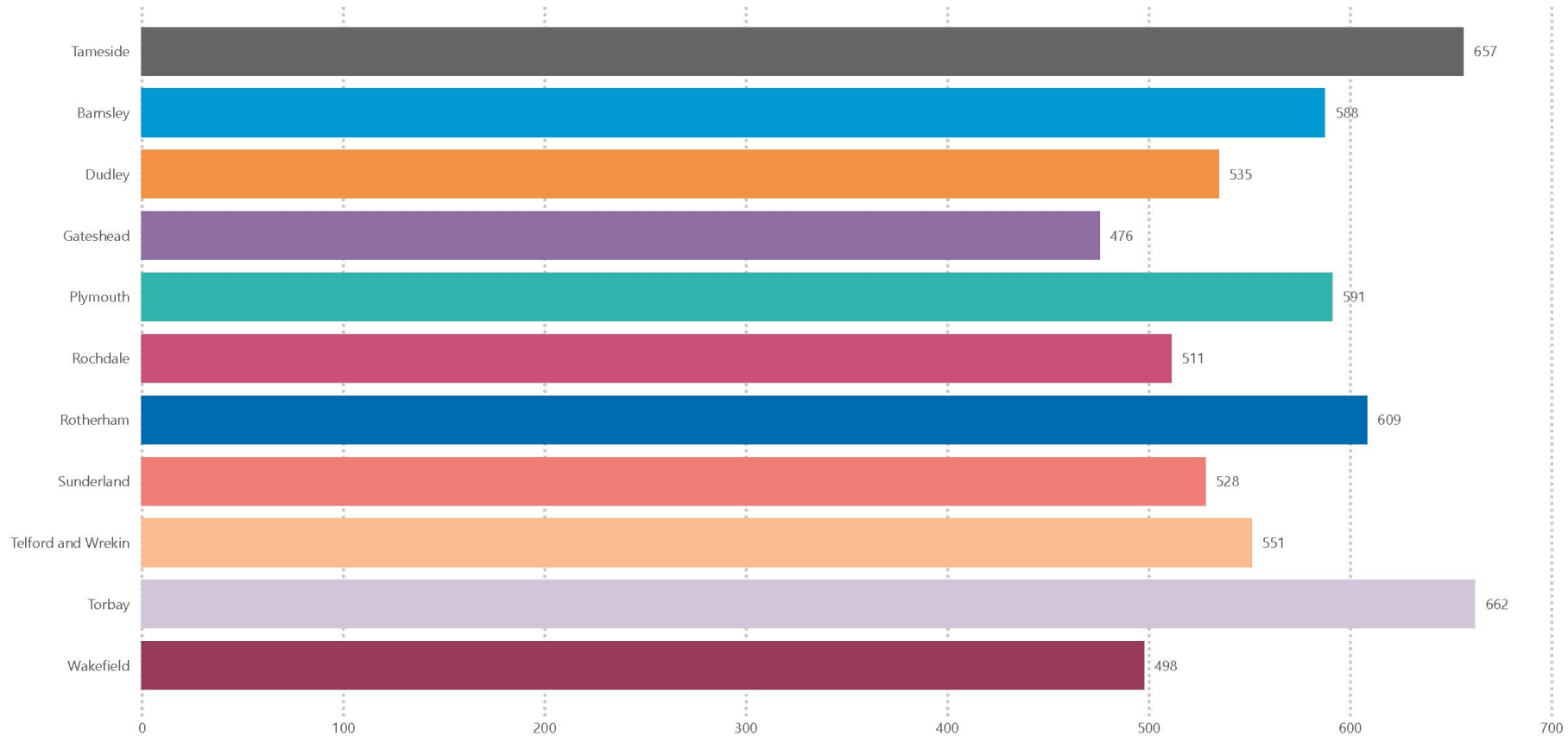


Tameside completed the highest number of SEND assessments in 2023-24 (174), significantly ahead of other local authorities

SOURCE: Local Authority Interactive Tool (LAIT) May 2025

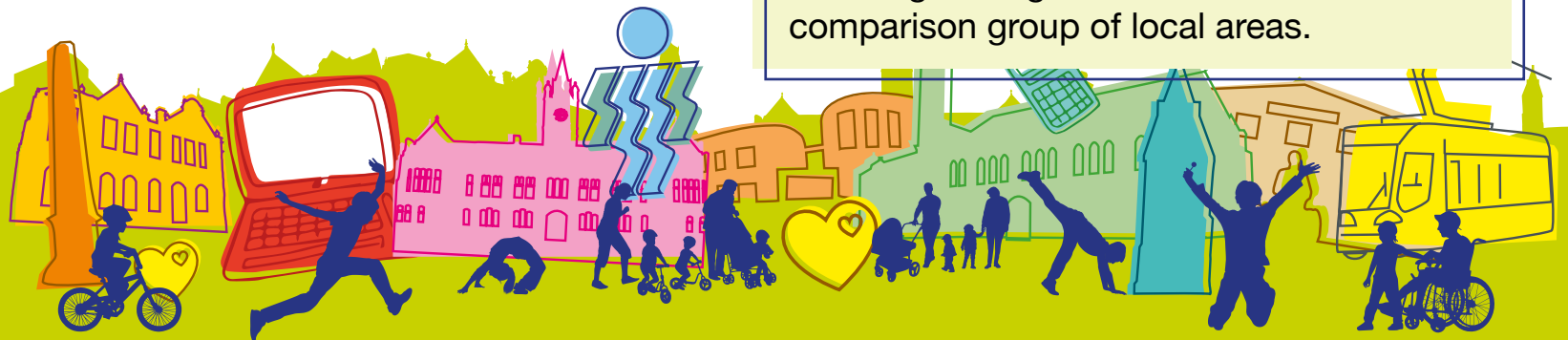


SEND Cases - Rate Per 10k (Jan 2025)

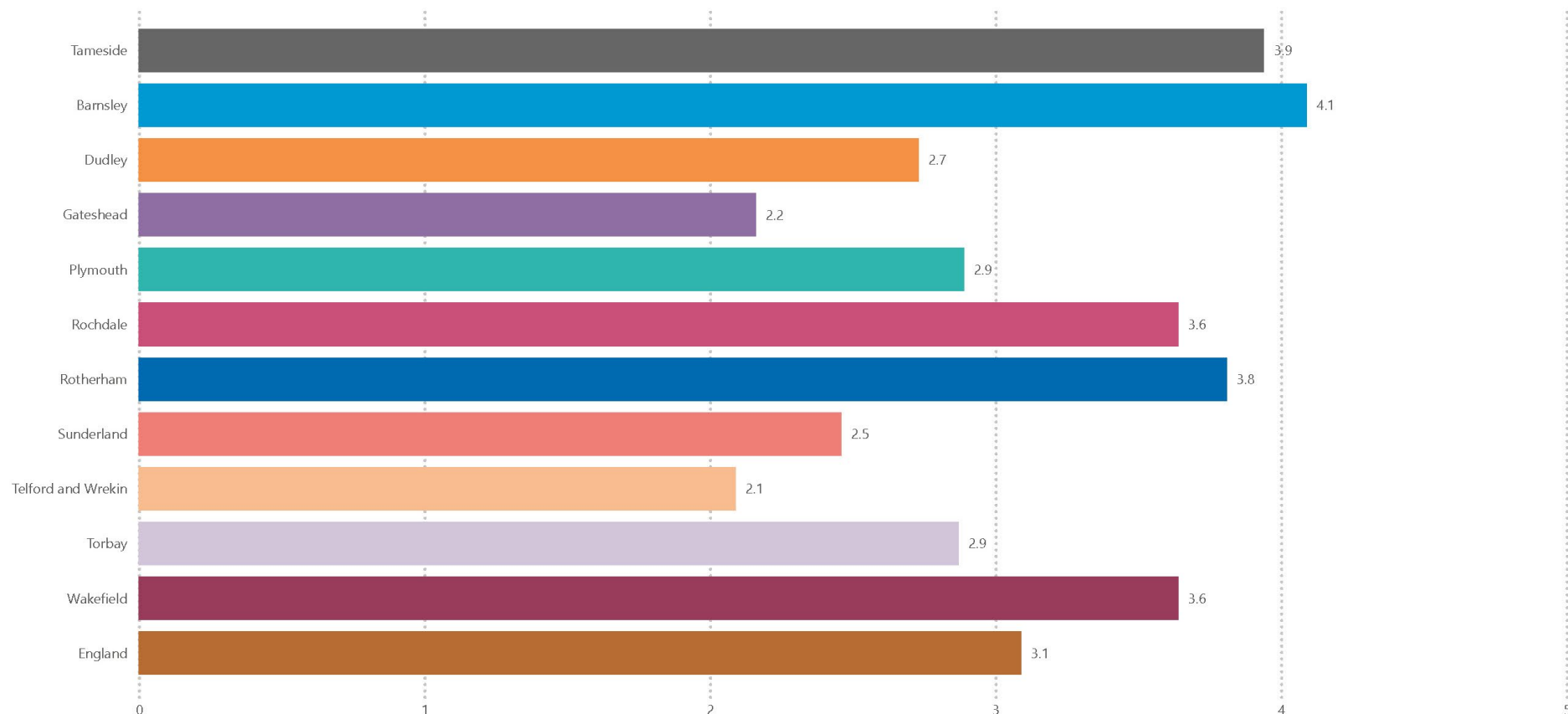


SOURCE: Local Authority Interactive Tool (LAIT) May 2025

As of January 2025, Tameside reported 657 SEND cases per 10,000 population, placing it among the highest rates of EHCP's in the comparison group of local areas.

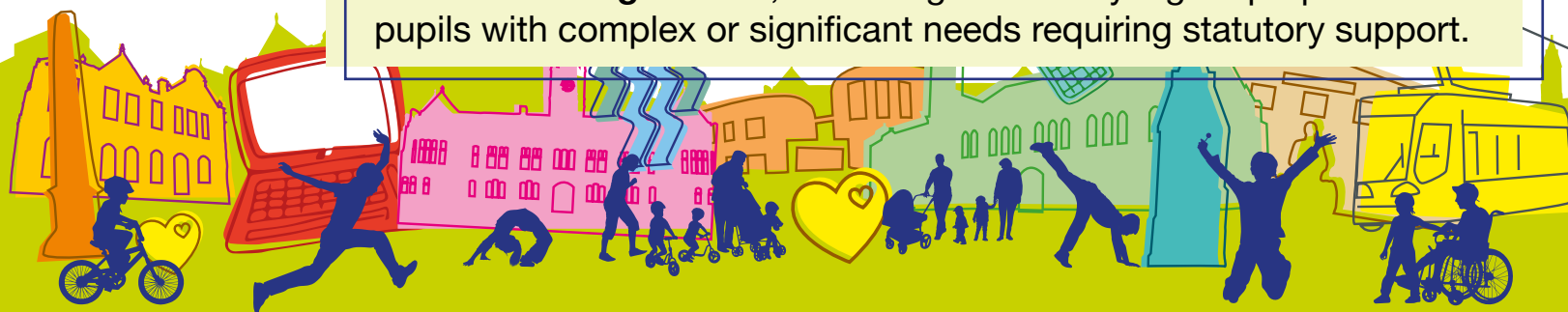


% of pupils who have statement/EHCP of SEN (secondary)



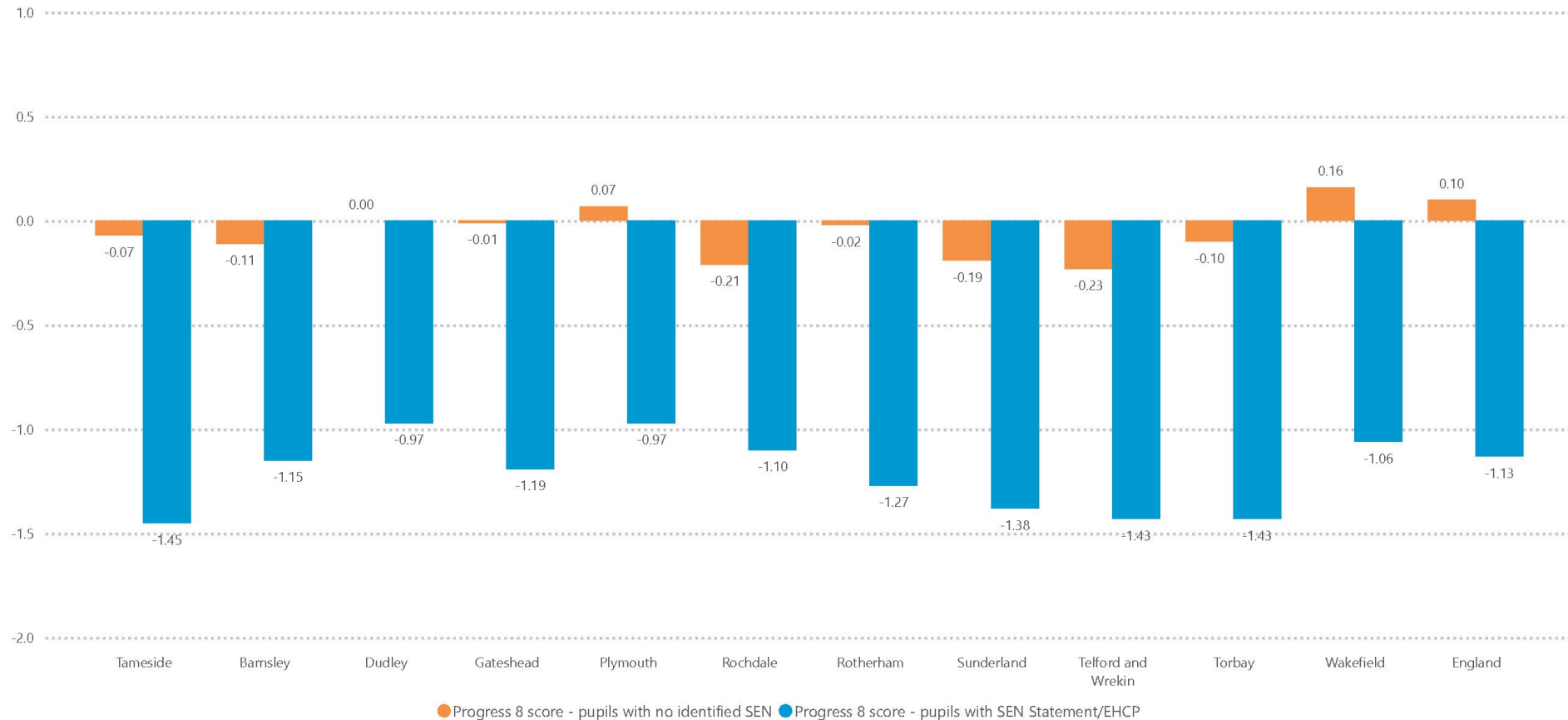
SOURCE: Local Authority Interactive Tool (LAIT) May 2025

As of May 2025, **3.9% of secondary-aged pupils in Tameside** have a statement or an Education, Health and Care Plan (EHCP) for Special Educational Needs (SEN). This figure places Tameside **above the national average of 3%**, indicating a relatively higher proportion of pupils with complex or significant needs requiring statutory support.



Progress 8 score - pupils with SEN Statement/EHCP

2024



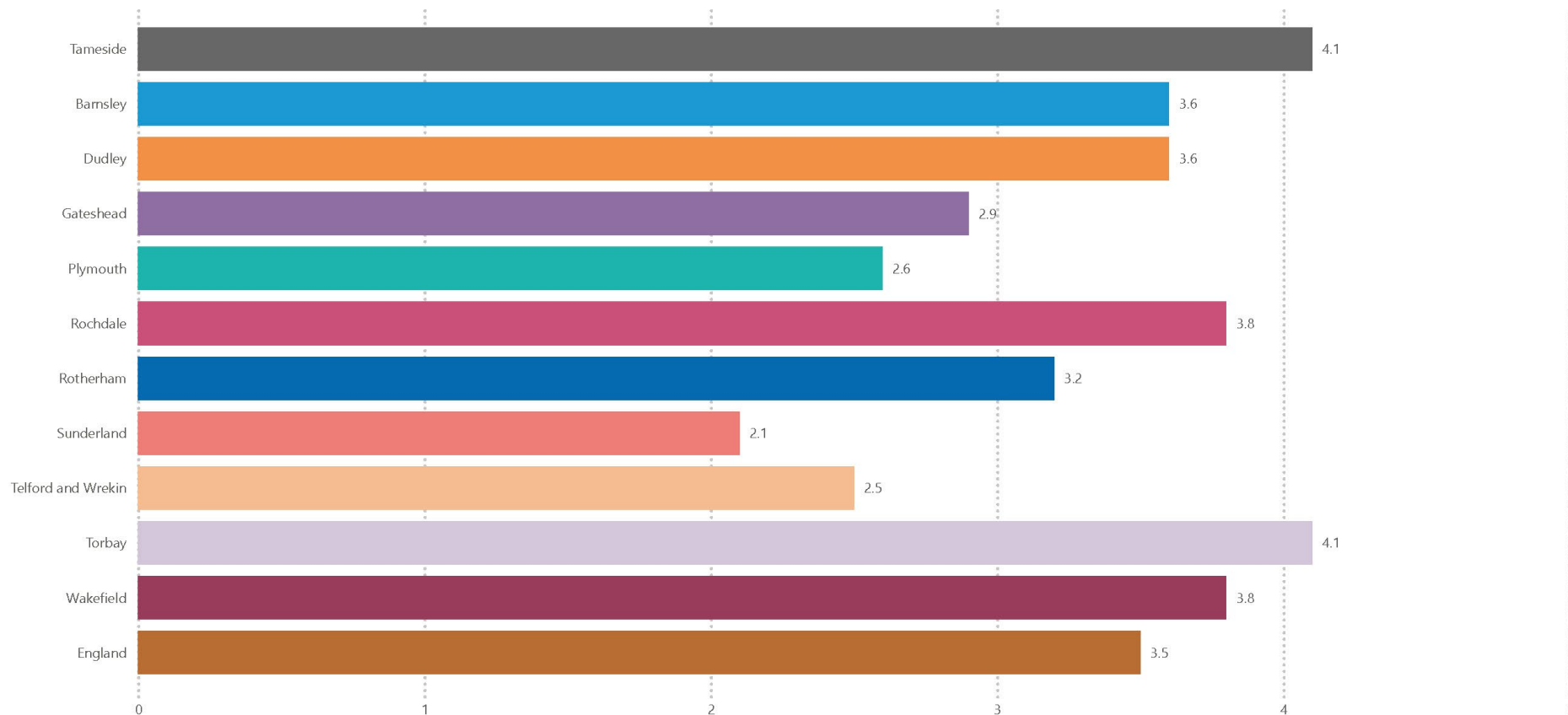
SOURCE: Local Authority Interactive Tool (LAIT) May 2025

In 2024, Tameside's Progress 8 score for pupils with SEN Statement/EHCP was -1.45, which is significantly below the national average of -1.13. This places Tameside among the lowest performing local areas in the comparison group for pupils with statutory SEND support.

In contrast, pupils in Tameside with no identified SEN achieved a Progress 8 score of -0.07, which is better than the national average of -0.10. This suggests that while outcomes for the general pupil population are broadly in line with national expectations, there is a disparity in progress for pupils with EHCPs.

% of pupils who have statement/EHCP of SEN (primary)

2025

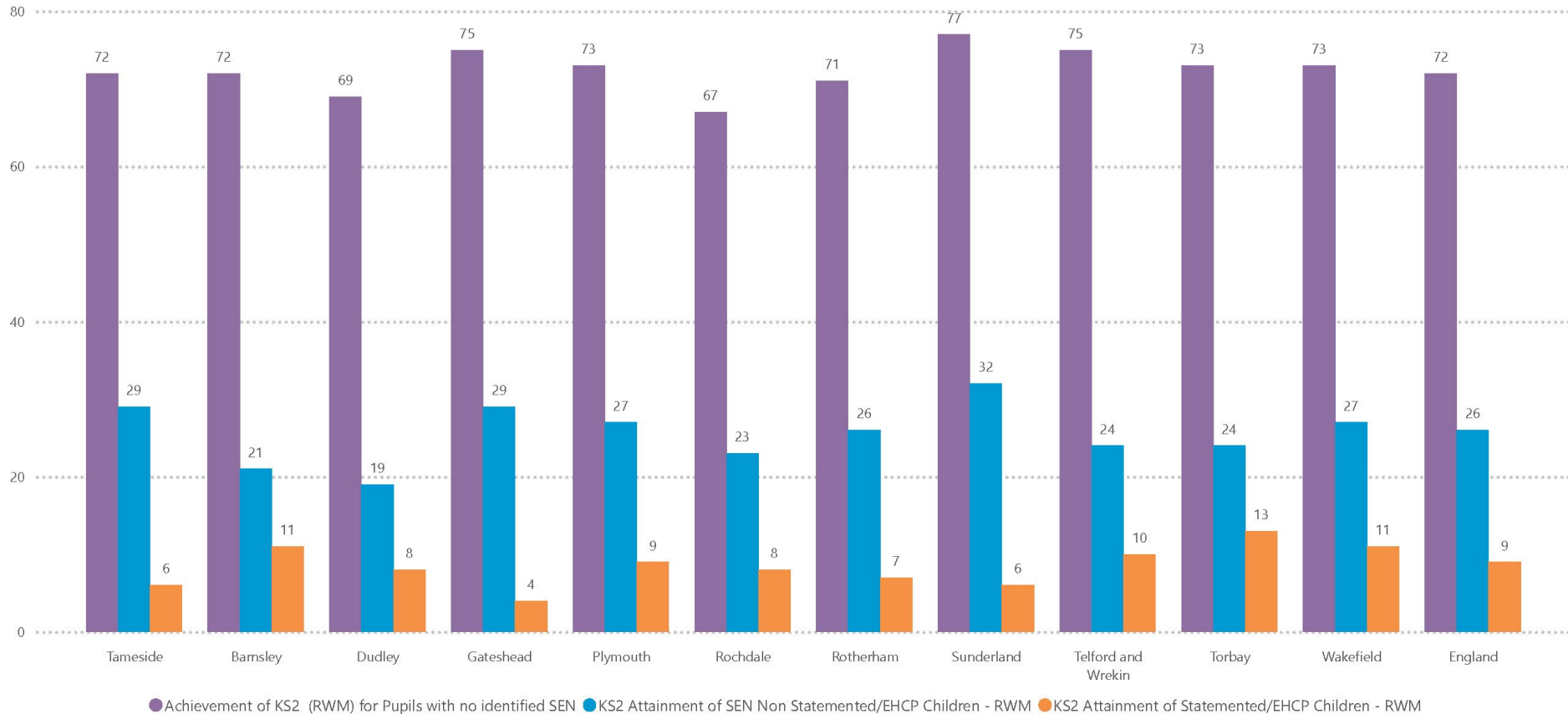


SOURCE: Local Authority Interactive Tool (LAIT) May 2025

In 2025, 4.1% of primary-aged pupils in Tameside had a statement or Education, Health and Care Plan (EHCP), placing the area above the national average of 3.5%.



KS2 Attainment - % Meeting Expected Standard in Reading Writing & Maths (2023-24)



SOURCE: Local Authority Interactive Tool (LAIT) May 2025

In the 2023–24 academic year, only 6% of pupils with an Education, Health and Care Plan (EHCP) in Tameside met the expected standard in Reading, Writing, and Maths (RWM) at Key Stage 2. This is below the national average of 9% for EHCP pupils, highlighting a significant gap in outcomes for children with the most complex needs.



What Do Young People and Families Tell Us?

This SEND Strategy has been developed through meaningful engagement with children, young people, and their families. Their lived experiences, aspirations, and feedback have been central to shaping both the Strategy and the accompanying Children and Young People with SEND Outcomes Framework (see Appendix B).

Engagement activities have included surveys, focus groups, and targeted sessions, providing valuable insights into what is working well and where improvements are needed.

In May 2024, a parent carer survey highlighted the importance of local community-based support groups, which were recognised as vital in providing information, advice, activities, and social connection. Families also identified the need for a more skilled and confident workforce, with enhanced training to support a wider range of SEND needs, and called for improved communication between services and families.

This survey built on earlier engagement from November 2022, which explored how supported families felt while waiting for health assessments. The findings showed some positive progress: more families reported feeling supported during waiting periods, were more satisfied with the assessment process, and had accessed support following assessment. However, families also made it clear that ongoing engagement and continuous improvement are essential.

Further engagement with children and young people captured their needs and aspirations through direct quotes and themed insights:

- **I want to be Healthy:** “I want to be as healthy as I can be.” “Mental health support is crucial for our family’s well-being.”
- **I want to be Safe:** “Feeling safe at home and in our community is non-negotiable.”
- **I want to be Happy:** “Happiness comes from being engaged in activities, having friends, and strong family relationships.”



- **I want to be Independent and Ambitious for the Future:** “Access to diverse activities and training opportunities is essential for our children’s independence.”
- **I want to be Heard / Listened to / Valued:** “We need to feel supported and valued as individuals and as families.”

Families were also a key part of the SEND Local Area Inspection in May 2025, where their voices were heard clearly and consistently. The inspection report acknowledged that too many children and young people with SEND, and their families, do not receive the support they need to thrive. However, it also recognised the commitment of newly appointed local area leaders to place children and young people at the heart of all decision-making and service improvement.

The inspection identified several areas requiring urgent attention:

- **Delays in identifying and meeting needs,** particularly within the neurodevelopmental (ND) assessment pathway.

- **Long waits for EHC plan assessments,** with concerns about the quality and timeliness of plans, especially older ones that are not routinely updated.
- **Inconsistent support,** particularly for children and young people without an EHC plan.
- **Gaps in key services,** contributing to frustration and unmet need among families.

While some children and young people reported positive experiences—particularly in schools where they felt known and supported—this was not consistent across the borough.



Co-production with Children, Young People and their families

Co-production and the creation of services that reflect the real needs of residents are fundamental to improving outcomes in Tameside. We are committed to working in partnership with children, young people, families, and communities to ensure that services are not only designed with them, but shaped by their experiences and aspirations. This approach will remain central to how we plan, deliver, and evaluate SEND provision across the borough.

We place children and families at the heart of everything we do in Tameside.

We are dedicated to having the right people in the right place at the right time to drive our strategic priorities forward.

We are a cohesive and collaborative partnership.

We value and respect the expertise of everyone—children, young people, parents, carers, and professionals alike.



THE TAMESIDE 4 C's of Coproduction

We Are Consistent

We Communicate

**We Are Clear,
Transparent, and
Honest**

We are Connected



We Are Consistent

- We are approachable and always available.
- Our approach is consistent while remaining adaptable to diverse needs.
- Co-production is at the core of everything we do.
- We ensure all stakeholders understand the principles of co-production.
- Our strategies and approaches are clearly aligned, providing consistency across all areas.
- We continuously learn from our experiences, adapting and improving while maintaining a consistent approach.
- Regular reflection and review help us remain consistent while staying relevant.

We Communicate

- Our communication ensures that children's and young people's voices are central and heard throughout the process.
- We actively listen and demonstrate impact through "You Said, We Are Doing."
- We ensure communication is accessible, and information is easy to locate.
- We clearly define how communication will take place, including timelines.
- We emphasise co-production in communication, ensuring the voices of children, parents, and carers are equally valued and represented.
- We actively involve children, young people, and families to ensure they fully understand and engage in decisions affecting them. Through meaningful co-production, they are central to shaping their support on a personal level and contributing to strategic planning at the local area level. This dual approach ensures that individual needs are met effectively while their lived experiences inform and enhance the design and delivery of provision across the wider community.
- We provide transparent, inclusive communication highlighting connections to other strategies, including SEND-specific and broader approaches.
- We create accessible plans and processes to deliver our principles effectively.
- Information is shared openly and promptly, ensuring everyone knows what to expect and when.



We Are Clear, Transparent, and Honest

- We are upfront about the scope of what can be achieved and acknowledge the challenge and limitations within our work.
- We take responsibility for delivering on our commitments.
- We work collaboratively to ensure no one feels isolated or unsupported.
- We are upfront about the scope of what can be achieved, acknowledging challenges and limitations.
- Transparency is maintained by explaining our processes, decisions, and the pace of implementation.
- We aim to ensure families' and children's stories are remembered and inform our actions, focusing on long-term solutions.
- Our approach reflects ongoing learning and incorporates feedback to remain clear and honest in our delivery.

We are Connected

- We actively involve parents, carers, children, and young people in decisions about their support and strategic planning. Through co-production and partnerships across education, health, social care, and the voluntary sector, we ensure individual needs are met and lived experiences shape wider provision.
- We actively share information and resources to achieve common goals.
- We build networks that connect children, young people, families, and professionals.
- We create opportunities for continuous engagement and feedback from all stakeholders.
- We actively link services across education, health, and social care to create a cohesive framework, which is underpinned by the SEND Youth Council.
- We involve parents, carers, children, and young people in decisions and the development of principles, strategies, and plans for services. All stakeholders, including families, professionals, and the voluntary sector, collaborate to meet needs and shape provision through co-production.
- We prioritise collaboration to ensure seamless connections between services, processes, and people.
- Our partnerships foster a sense of inclusion and ensure no voices are left unheard.
- We focus on continuous learning, regularly reviewing our connections to adapt to emerging needs and challenges.



Progress Since the Last Strategy

Tameside Local Area Partnership for SEND

The Tameside Local Area Partnership has entered a new phase of transformation, marked by renewed determination, strategic investment, and significant leadership changes. The collective ambition is clear: to improve the experiences and outcomes of children and young people with special educational needs and disabilities (SEND) across the borough.

1. Strategic Leadership and Governance

• **Joint Responsibility for SEND Services**

- Tameside Metropolitan Borough Council and the Greater Manchester Integrated Care Board (ICB) now jointly plan and commission services for children and young people with SEND.
- This integrated approach is designed to ensure more cohesive, responsive, and needs-led service delivery.

• **Leadership Renewal**

- Since the last inspection, there has been a

comprehensive refresh of senior leadership:

- A new Leader of the Council (October 2024) and a new Executive Cabinet.
- Appointments include a new Chief Executive, Lead Member for Children's Services, and Executive Cabinet Member for Education and Lifelong Learning.
- Within children's services: a new Director of Children's Services, Head of SEND, and Assistant Director of Education.
- These changes reflect a strong political and executive commitment to SEND improvement.
- **Health Commissioning Reform**
 - Following national reforms in 2022, the Greater Manchester NHS ICB assumed responsibility for health commissioning in Tameside. Further reforms around the changes to the ICB structures from 2025 will need further development of services for SEND in the local area.



- The Chief Executive of the local authority now serves as Place Lead, with an NHS Executive Lead as Deputy Place Lead, reinforcing joint accountability.

2. Service Improvements and Stakeholder Confidence

• **Growing Confidence in Leadership**

- Special school leaders and the Parent Carer Forum report increased confidence in the new SEND leadership, citing improved visibility, communication, and collaboration.

• **Early Years and Communication Pathways**

- Effective pathways for children with speech, language, and communication needs ensure timely screening, intervention, and specialist assessment.
- Fast-tracking is available for children with significant communication needs.

• **Multi-Agency Working**

- In the early years, education and health professionals collaborate effectively to assess needs and plan support.
- However, this level of integration is not yet consistent across all age groups.

• **Mental Health Support**

- A range of services support children and young people with SEND experiencing mental health challenges, including:
 - Mental health support teams in schools
 - CAMHS
 - School nursing teams
 - Health mentors offering support for anxiety, weight, and sleep issues

• **Therapy Services**

- Significant improvements in occupational therapy, speech and language therapy, and physiotherapy.
- Joint working across services supports a “tell it once” approach, reducing duplication and improving access.
- Waiting times for assessments have decreased.

• **Dynamic Support Register (DSR)**

- The DSR is well-established and supports children with autism and/or learning disabilities.
- Regular reviews and coordinated professional input help prevent unnecessary inpatient admissions.



- **Educational Psychology and Outreach**

- Tameside's Educational Psychology and Specialist Outreach Support Services are highly regarded.
- These services contribute to high-quality EHC plans and provide valuable support to schools.

- **Children with Disabilities (CWD) Service**

- Social workers in the CWD team build strong relationships with families and collaborate effectively with other professionals.
- Plans and assessments reflect a deep understanding of children's complex needs.

- **Out-of-Borough Placements**

- Clear and purposeful planning ensures children placed in residential settings outside the borough receive coordinated, needs-led support.

- **School Places and Provision**

- A new special school opened in September 2024, increasing capacity for primary-age children with complex needs.
- Plans are underway to develop locality-based specially resourced provisions, enabling more children to be educated within their communities.



SEND Strategy 2025-2028

Our SEND Strategy for 2025–2028 is driven by a clear and ambitious goal: to improve the health, safety, happiness, skills, aspirations, and voice of children, young people, and their families.

At the heart of this strategy are the **I-Statements**, which reflect what children, young people, and families have told us they need. These statements guide how we design and deliver services—ensuring support is holistic, person-centred, and responsive to needs across health, mental wellbeing, safety, learning, and personal development.

This is a bold and forward-looking strategy, shaped by the findings of our recent local area SEND inspection. It acknowledges the systemic challenges we face and sets out a clear plan to address them—through stronger partnerships, earlier identification of needs, and more effective, joined-up support.

Together, we are building a Tameside where every child and young person with SEND can thrive, be heard, and achieve their full potential.



Strategic Priorities: Tameside SEND Strategy 2025–2028

Our Three Priority Actions

1. Strengthen Strategic Leadership and Governance

As a Partnership, we will urgently strengthen our joint strategic approach by ensuring clear governance, aligned commissioning, and effective implementation and monitoring. This will enable us to deliver better outcomes for children and young people with additional needs.

2. Improve Information Sharing and Joint Working

We will enhance our systems and processes for information sharing across education, health, and care. By embedding effective joint working, we will support professionals to collaborate more effectively and improve the experiences of children and young people. These improvements will be monitored through shared performance measures, regular multi-agency reviews, and feedback from professionals and families to ensure sustained impact.

3. Reduce Delays and Close Gaps in Provision

As a Partnership, we will take decisive action to reduce delays and address gaps in service provision across key pathways, including neurodevelopmental support.



We have structured the rest of our improvement activity within seven additional priorities, which reflect the broader areas of development needed to deliver lasting change:

- **Enabling Inclusion in Education**

Supporting inclusive practices across all educational settings to ensure every child and young person can learn, grow, and succeed.

- **Pathways to Adulthood**

Strengthening preparation for adulthood, including transitions into employment, further education, independent living, and community participation.

- **Workforce Development**

Building a confident, skilled, and supported workforce across all sectors to meet the needs of children and young people with SEND.

- **Local Statutory Framework**

Ensuring compliance with statutory duties and strengthening the local offer to reflect the needs and rights of families.

- **Local Inclusion Partnership**

Enhancing collaboration through a strong, inclusive partnership that brings together education, health, care, and community stakeholders.

- **Role of the Independent Sector**

Clarifying and strengthening the role of independent providers in delivering high-quality, value-for-money support.

- **Integrated Health Systems**

Developing a more integrated and responsive health system that meets the diverse needs of children and young people with SEND.



Improvement Planning following the inspection

The improvement plan was co-produced through a collaborative, multi-agency approach involving colleagues across education, health, and social care. Teams worked together to ensure that the actions outlined directly address the priority areas identified during the SEND inspection.

Despite the challenges posed by the summer break and the tight timescales for updating the Tameside SEND Strategy, meaningful engagement was achieved with a wide range of stakeholders. Consultation activities included outreach via email and in-person discussions with teachers, SENCOs, and headteachers; engagement with parent carer forums, including the Umbrella PCF and OKE; and input from wider Tameside LA educational staff, health professionals within ISCAN and other services, and senior leaders across the local area. Importantly, pupil voice was also captured, particularly around experiences of waiting for neurodevelopmental assessments.

The final plan and strategy have been formally signed off by the Chair of the SEND Local Area Partnership Board, Sue Johnson, alongside other senior leaders within the partnership. As part of this multi-agency improvement plan, a full review of the strategy is scheduled to ensure it continues to reflect the evolving priorities and areas for development identified by the local area.

All workstreams and priority actions will be overseen by a senior leader within the SLAIB, supported by a multi-agency team committed to driving improvement and transformational change. Parent carer representation, via the Tameside Parent Carer Forums (PCFs), will be actively embedded within each workstream, ensuring co-production and lived experience inform all aspects of the improvement and transformation activity.



Workstreams identified following the inspection

To deliver on these priorities, the partnership will operate through ten multi-agency workstreams, each comprising stakeholders from across the local area. The full improvement plan for the additional seven priorities for SEND in Tameside is available on the Tameside SEND Local Offer website.

PAP Priority Actions	P1 Enabling Inclusion in Education	P2 Support for Young Adulthood	P3 Workforce and Infrastructure	P4 Local Statutory Framework	P5 Local Inclusion Partnership working	P6 Role of the independent sector	P7 Integrated Health Systems
Governance – Clear leadership and accountability Commissioning – Aligned, joint planning of services Integration – Joined-up systems and processes Collaboration – multi-agency and cross-sector working Information Sharing – Seamless data flow across services Performance – Shared measures and continuous improvement Pathway Improvement – Reducing delays and closing service gaps Child-Centred – Focused on outcomes and lived experiences	Parent Engagement – Understand and respond to dissatisfaction, co-produce improvements Local Offer – Improve visibility, accessibility, and usefulness of SEND information Placement Quality – Ensure suitable, high-quality education placements Graduated Approach – Embed consistent, timely support across all settings	Strategic Transitions – Develop a coordinated, cross-phase approach to transitions Preparation for Adulthood – Strengthen planning and support for life beyond school Partnership Leadership – Align leadership across services for consistent delivery Transition Gaps – Address poor transition arrangements at all education stages	Skilled Workforce – Build capacity through training and development Collaborative Practice – Foster joint working across all partners Integrated Systems – Support delivery with aligned digital tools and platforms Data-Driven Decisions – Use shared data to inform planning and action Consistent Communication – Ensure clear, coordinated messaging across services	Strategic Leadership – Strengthen oversight and governance of EHC processes EHC Plan Quality – Improve timeliness, consistency, and multi-agency input Accountability – Enhance monitoring and responsibility across services Access & Timeliness – Reduce waiting times and prevent escalation of needs Social Care Involvement – Ensure meaningful contributions to EHC planning Quality Assurance – Monitor and improve SEND provision across all settings	Alternative Provision Strategy – Develop inclusive, needs-led AP across the partnership Collaborative Leadership – Drive joint planning and implementation of AP Safeguarding & Risk – Strengthen early identification and intervention for those at risk Exploitation Awareness – Improve multi-agency response to children at risk of harm Coordinated Safeguarding – Ensure joined-up protection across education, health, and care	Strategic Partnerships – Strengthen collaboration with the independent sector Commissioning – Align and improve joint commissioning arrangements Inclusive Provision – Ensure services meet diverse SEND needs Sustainability – Secure long-term, high-quality support across sectors Cross-Sector Integration – Coordinate education, health, and care provision	Timely Access – Ensure prompt support and interventions Waiting Times – Reduce delays across services Early Intervention – Prevent escalation of needs Service Responsiveness – Improve speed and appropriateness of care Family Support – Minimise stress and disruption for families

You can also view the SEND improvement notice issued by the DFE. You can read this in full by visiting the dedicated SEND strategy and improvement planning page on the Tameside Local Offer. These workstreams provide the structure for planning, implementation, and monitoring progress. For further information about these improvement areas and the impact we hope they will achieve see **Appendix 3**.

PRIORITY ACTION 1

As a Partnership, we will urgently strengthen our joint strategic approach by ensuring clear governance, aligned commissioning, and effective implementation and monitoring. This will enable us to deliver better outcomes for children and young people with additional needs.

What does good look like for Tameside Children and Young People:

Young people with SEND will experience joined-up, timely support that reflects their needs and aspirations, with their voices heard and outcomes improved through coordinated services.

What difference will this make for Tameside Children and Young People, and their families:

Children and young people in Tameside will benefit from earlier, more coordinated support that meets their individual needs, helping them thrive in education, health, and life. Families will feel listened to, involved, and supported by services that work together, communicate clearly, and are accountable for making a real difference.



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PAP 1:1	Develop a coproduce SEND strategy where we engage with CYP and their families to ensure the lived experience of people with SEND is supported.	<p>1:1a - Develop our partnership vision for SEND in Tameside</p> <p>Engage with Stakeholders/ partners regarding the overarching priorities for the SEND strategy</p>	Head of SEND	Nov-25	A clear and inclusive partnership vision for SEND in Tameside is co-produced through meaningful engagement with a wide range of stakeholders, including children, young people, families, education, health, and care partners. The vision and overarching priorities reflect local needs and aspirations, are widely understood, and have collective ownership and endorsement across the partnership.	August 2025- SEND Strategy updated following OFSTED, with a Foreword by councillors and lead professionals. Shared with stakeholders for a brief consultation before submission to DFE as per post-inspection timescales. Stakeholder events were held following the stakeholder events around the priorities.	In Tameside, a co-produced SEND partnership vision will establish a strong foundation for inclusive practice. Through meaningful engagement with children, young people, families, and professionals across education, health, and care, the vision will reflect local needs and aspirations. It will be widely understood and collectively owned, fostering trust, collaboration, and shared accountability. This unified approach will drive improved outcomes, more responsive services, and a culture of continuous improvement across the borough.	<p>% of children, young people, families, and professionals reporting they feel heard and involved in SEND decision-making, measured by a survey of parents/carers.</p> <p>Baseline: Parent/Carer questionnaire Nov 24</p> <p>26.8% are satisfied that they can support the improvement of services for SEND in Tameside (Q16)</p> <p>Number of organisations formally endorsing the vision through a shared Tameside agreement.</p> <p>Baseline: Currently zero, as the work to coproduce and endorse this vision has not started.</p>		28/08/2025
		<p>1:1b - Develop the strategy through co-production with all stakeholders.</p> <p>Appropriate governance of the overarching SEND strategy</p>	Head of SEND	Dec-25	A comprehensive and accessible SEND strategy is developed that aligns with national guidance, local priorities, and reflects the learning and recommendations from the most recent Ofsted inspection. The strategy includes clear objectives, measurable outcomes, and incorporates the voices of children, young people, families, and professionals.	August 2025- SEND Strategy updated following OFSTED with a Foreword by councillors and lead professionals. Shared with stakeholders for a brief consultation before submission to DFE as per post-inspection timescales. Stakeholder events were held following the stakeholder events around the priorities. 6 sessions held with PCFs, wider stakeholders, schools.	<p>The new SEND strategy will set a clear, shared direction for inclusive improvement across Tameside. It will align with national guidance, reflect local priorities, and respond to Ofsted recommendations.</p> <p>By embedding the voices of children, families, and professionals, it will ensure services are consistent, responsive, and empowering. The strategy will lead to better outcomes, stronger collaboration, and a culture where every child with SEND is supported to thrive.</p>	<p>Increase in parent/carers satisfaction "I feel listened to and involved" 10% increase from baseline gathered through a survey of parents/carers.</p> <p>Baseline: From PCFS survey August 2025:</p> <p>102 23.7 % of parents stated Yes</p> <p>329 76.3% of parents stated No</p> <p>Reduction in formal complaints related to SEND by 20% over 12 months, and an increase in compliments.</p> <p>Baseline: These are total numbers from 1 August 2024 to 31 July 2025.</p> <p>Stage 1 complaints 92</p> <p>Stage 2 complaints 32</p> <p>Compliments 0</p>		28/08/2025

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PAP 1:2	Strengthen Partnership Governance	<p>1:2a - Develop an improvement-focused Local Area Board to oversee all improvement activity.</p> <p>Ensuring the board supports co-production of key areas of development and strategic priorities. And that this board is a mechanism to drive forward urgent improvements in services in Tameside.</p>	Assistant Director Education/ICB lead/Strategic Director of Childrens services	<p>July-25- to see operational activity</p> <p>April 26- to show impact</p>	An effective SEND Local Area Improvement Board (SLAIB) is established with a clear remit to oversee all SEND improvement activity. The board includes representation from key partners, operates with transparency, and drives improvement forward at pace through focused leadership, timely decision-making, and a strong culture of accountability and collaboration.	<p>June 2025-New Chair and reestablished board in place, TOR for SLAIB.</p> <p>August 2025- Dates and distribution for membership established.</p>	A SEND Local Area Improvement Board (SLAIB) will be established to provide strategic oversight and drive system-wide improvement across education, health, and care. The board will include representation from all key partners, including parent/carer forums, and will operate with transparency, shared accountability, and a commitment to co-production. Through strong leadership, timely decision-making, and a relentless focus on improving experiences and outcomes for children and young people with SEND, the SLAIB will ensure that the local area meets its statutory responsibilities and delivers sustained, evidence-based improvement.	<p>At least 2 coproduced areas are developed through the improvement planning and SLAIB monitoring process with parent/carer forum and CYP reps engaging in 90% of SLAIB meetings.</p> <p>Baseline: 100% of CYP/ PCFS reps engaged in the first SLAIB meeting.</p> <p>No co-produced areas of work have been completed at present.</p> <p>80% of SLAIB-agreed actions implemented within 3 months</p> <p>Baseline: No SLAIB agreed actions at the current time.</p>		28/08/2025
		1:2b - Secure agreement for delegated decision making through the above Local Area board	Assistant Director for all age commisioning/ ICB lead/ Strategic Director of Childrens services	Jan-26	<p>Clear governance arrangements are in place, with delegated decision-making powers formally agreed and documented.</p> <p>The SEND Local Area Improvement Board (SLAIB)is empowered to make timely, informed decisions that support and strengthen multi-agency collaboration, ensuring that SEND decisions are made efficiently, transparently, and in the best interests of children and young people.</p>	June 25-Cabinet paper written for consideration at cabinet/ICB level, this to be considered for correct governance agreement once considered by SLAIB.	In the future, Tameside will benefit from robust governance and empowered decision-making through the SEND Local Area Improvement Board. This will lead to faster, fairer decisions, stronger multi-agency working, and improved outcomes for children and young people. Families will experience greater transparency and trust, while professionals will be supported to collaborate confidently and effectively creating a more inclusive and responsive SEND system across the borough.	<p>SLAIB decisions aligned with local SEND strategy and priorities to ensure the actions required from the inspection are the priorities for the LA.</p> <p>Baseline: No SLAIB decisions have been agreed at the current time.</p> <p>80% of SLAIB decisions made within agreed timeframes</p> <p>Baseline: No SLAIB agreed actions at the current time.</p>		28/08/2025

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		<p>1:2c - Secure the PCFS as an effective and valued strategic partner who supports the local areas' co-production with CYP and their families, ensuring services are effective in meeting their SEND needs.</p> <p>Ensure all PCFs groups are represented in Tameside around key decisions.</p>	Strategic Director of Children's Services/ Deputy Place Based Lead	Sep-26	Tameside Parent Carer Forum are recognised and embedded as a valued strategic partner within the SEND system. Structures are in place to ensure their meaningful involvement in decision-making, co-production, and strategic planning. In addition, the views of other parent carer organisations are actively sought to ensure that a diverse range of voices are heard and reflected in strategic decisions.	Sept 2025-Contact support in place for DFE formulation, strategic PCF has governance in place to support its work as a strategic partner. Continued work with wider PCFs in Tameside and good practice in other boroughs is being identified.	Tameside will establish a SEND system in which multiple Parent Carer Forums and a broad spectrum of parent carer voices are recognised and embedded as valued strategic partners. Clear structures will ensure their meaningful involvement in decision-making, co-production, and strategic planning. This inclusive approach will actively seek and reflect the views of diverse parent carer organisations and individuals, ensuring that strategic decisions are shaped by a wide range of lived experiences. As a result, SEND services will become more responsive, equitable, and aligned with the real needs of children, young people, and families across the borough.	<p>Engagement at strategic meetings by parent carer representatives, at all local area strategic discussions. Ensuring that the voice of the CYP and families in Tameside is evident in strategic documents.</p> <p>Baseline: PCFS representatives have been involved in the development of:</p> <ul style="list-style-type: none"> • the improvement plan • the updated SEND strategy • LA Scrutiny of these documents. • PINS/ND in schools. <p>Annual results from parent carers measuring:</p> <p>Satisfaction with involvement opportunities.</p> <p>Perceived influence on decision-making. eg no of engagements with changes to policy, strategy and service structure</p> <p>Baseline: Not currently measured; baseline will be collected by November 2025.</p>		28/08/2025



Ref	Target	Activity to achieve the target	Owner	Timescale for completion	Outcomes for success (how we know it's achieved)	Progress (what steps we have taken so far)	Impact (the difference this will make/has made)	Evidence of how impact is measured (how we show this, including baseline)	RAG	SLAIB SIGN OFF DATE and RAG
PAP 1:3	Develop a comprehensive all-age commissioning strategy for CYP with SEND across the local area partnership	1:3a - Recruitment to the Children's Commissioning team	Assistant Director for all age commissioning/ Children and Young People Commissioner (Health)/ Head of Start Well (Children Commissioning)	Dec-25	Key roles within the Children's Commissioning Team are successfully recruited, ensuring the team has the capacity, skills, and expertise to lead and deliver strategic commissioning priorities for children and young people with SEND.	May 2025-AD for joint commissioning and team structure in place with recruitment to posts in place by June 2025, fully operational as per HR timelines.	A dedicated Children's Commissioning Team is established to build strategic capacity for commissioning services for children and young people with SEND. A comprehensive review of current provision identifies strengths, weaknesses, and gaps, forming the foundation for a co-produced Joint Commissioning Strategy. Once approved, the strategy enables more coordinated, needs-led, and outcome-focused services, improving support and outcomes for children, young people, and their families.	80% of SEND services evaluated against quality and outcomes criteria with a rating of at least satisfactory. Baseline: There is no commissioning quality and outcomes framework in place at the current time. PCFS report engagement and views heard/ their views influenced the plan. Baseline: Feedback loop to be in place for work completed with PCFs and parent engagement groups. This is to be in place by Nov 2025.		28/08/2025
		1:3b - Review and create a protocol for joint commissioning arrangements with support from DfE SLIP partner, ensuring joint commissioning plans align with the areas identified for improvement in the SEND strategy.	Assistant Director for all age commissioning/ Children and Young People Commissioner (Health)/ Head of Start Well (Children Commissioning)	Jan-25	A joint commissioning protocol is developed with support from the DfE SLIP partner, clearly outlining shared responsibilities and processes. It is agreed by all partners, embedded in practice, and used to guide collaborative commissioning decisions.					28/08/2025
		1:3c - Review current SEND provision – identify what works well, what doesn't work well. Identify gaps in provision	Assistant Director for all age commissioning/ Children and Young People Commissioner (Health)/ Head of Start Well (Children Commissioning)	Jan-25	A comprehensive review of current SEND provision is completed, the review clearly identifies strengths, areas for improvement, and gaps in provision, providing a robust evidence base to inform future commissioning decisions					28/08/2025
		1:4d - Co-produce joint commissioning strategy	Assistant Director for all age commissioning/ Children and Young People Commissioner (Health)/ Head of Start Well (Children Commissioning)	Jan-26 Publication Feb-26	A Joint Commissioning Strategy is co-produced with partners, including health, education, social care, and parent carers. The strategy is informed by the provision review and reflects shared priorities, clear outcomes, and agreed responsibilities. The strategy is formally approved and adopted across relevant agencies, with a clear implementation plan in place.	April 2025- a joint commissioning strategy is in draft, but this has not been strategically signed off on and needs to be updated following changes in this area.				28/08/2025

Not yet started: The action is planned as part of expected delivery timescales, but is not yet due and/or is dependent on preceding actions.

On track: The action has started, is on track for completion, and there are no issues raised requiring escalation.

Vulnerable: Action looks unlikely to be achieved, or timescales met, as planned and this may have implications on improvements, so requires escalation.

At risk: There is a risk that this action will not be completed, and escalation is required and a plan to mitigate risks must be implemented.

Complete: Action fully completed and intended impact/outcome is evident.



PRIORITY ACTION 2

We will improve our systems and processes for information sharing across education, health, and care. By embedding effective joint working, we will support professionals to collaborate more effectively and improve the experiences of children and young people. We will also implement and monitor the effectiveness of these improvements through shared performance measures, regular multi-agency reviews, and feedback from professionals and families to ensure sustained impact.

What does good look like for Tameside Children and Young People:

Children and young people in Tameside will experience more joined-up support as professionals share information effectively and work together to meet their needs. The impact of this collaboration will be monitored and improved through shared measures, regular reviews, and feedback from families and practitioners.

What difference will this make for Tameside Children and Young People, and their families:

Children and young people will experience more consistent, timely, and personalised support, helping them to achieve better outcomes in education, health, and wellbeing. Families will feel more supported and reassured, as services communicate clearly, work together effectively, and respond to their feedback to make lasting improvements.



Ref	Target	Activity to achieve the target	Owner	Timescale for completion	Outcomes for success (how we know it's achieved)	Progress (what steps we have taken so far)	Impact (the difference this will make/has made)	Evidence of how impact is measured (how we show this, including baseline)	RAG	SLAIB SIGN OFF DATE and RAG
PAP 2:1	An integrated data system with shared partnership working	2:1a - Identification and procurement of new Management Information System for the service (or significant improvements made to the current system) with emphasis on accessibility and transparency for partner agencies and parents	Head of Business Intelligence/ Children's Services Transformation Lead	Dec-25	A secure and user-friendly integrated data system is developed and adopted across partner agencies. The system enables real-time information sharing, supports joint decision-making, and enhances the coordination of support for children and young people with SEND.	July 25- Progress made toward procurement of new Management Information System, agreed, and procurement started, aiming for an October 25 launch.	Tameside will implement a secure, integrated data system that enables real-time information sharing across agencies. This will improve coordination, reduce complaints, and allow services to self-serve accurate data. Data quality will improve, statutory returns will be automated, and support for children and young people with SEND will be better informed and more timely.	80% of families reported improved communication and transparency via the parent/ carer survey Baseline: Parent Survey 2024 EHCP students 55.3% of parents felt listened to when developing plans and provision for their child (Q39) 65.3% of parents felt it was easy to contact the person they need (Q33) 78.5% of parents stated they were spoken to and listened to respectfully (Q36) We currently do not measure around transparency of information a baseline will be collected by November 2025. 90% of staff reporting confidence in data accuracy (via survey)		28/08/2025
		2:1b - Continue to develop Children's Data Warehouse and roll out initial suite of Power BI reports, to provide constant feedback for managers and workers.	Head of Business Intelligence/ Children's Services Transformation Lead	Dec-25	Service sees improved engagement and transparency via MIS change and hence reduced number of queries and complaints.	Jun 25-Children's Data Warehouse in active development with core SEND reporting (Reviews, Assessments and Caseloads) due for release and initial service testing imminently. Work on new Data Platform has begun and interviews for Data Engineering posts are due W/B 30th June , giving us the ability to scale up our data operations significantly from Q3 2025/26 onwards.		Baseline: Staff Survey August 2025. I have confidence in the accuracy of the date I am given: 21% I do not have confidence in the accuracy of the data I am given: 79%		28/08/2025
		2:1c - Onboard data engineering posts (initial focus for these is around Children's Services) to support the implementation of a modern cloud-based Data Platform	Head of Business Intelligence	Dec-25	Service can self-serve data and has confidence in its accuracy and integrity.	Aug 25-Recruitment to posts commenced.				28/08/2025
		2:1d - Construct 'single view' datasets incorporating SEND data with information primarily from Education and Social Care systems. The scope will broaden over time.	Head of Business Intelligence	Sep-26	Data quality improvement identified (% of records with missing or incomplete/inaccurate info reduced), and a cycle of constant improvement in this area is established. Statutory return production has been significantly simplified through automation and data accuracy			100% of partner agencies actively using the IDOX EHCP system, the impact of this is an improvement in the transparency of information and overall efficacy of communication. Baseline: IDOX implementation is ongoing. Should see impact after implementation (Planned October 2025)		28/08/2025

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PAP 2:2	Implement systems and processes to enable Multi Agency Disciplinary Team working	2:2a - Establish Multi-Agency Disciplinary Team Steering Group – Form a multi-agency leadership team with clear roles and responsibilities.	Assistant Director - Early Help and Family Help Transformation/ Designated Clinical Officer/ Designated Social Care Officer	Oct-25	Clear systems and streamlined processes are established to support effective Multi-Agency Disciplinary Team working. These processes enable timely information sharing, joint planning, and coordinated interventions, ensuring that professionals can work collaboratively and efficiently.	August 25-Initial multiagency discussion around priorities for work around a EY multi agency team format, following areas were listed as priorities 1) EY Graduated Response 2) Section 23 tracking and use of this data for key working3) Continuum of offer/training across SEND spectrum 4) Mapping of the EY offer.	Children, young people, and their families in Tameside will benefit from a more coordinated, responsive, and transparent system of support. Clear systems and streamlined processes will ensure timely information sharing, joint planning, and consistent decision-making across services. Families will experience fewer delays, reduced duplication, and more equitable access to help. Professionals will work collaboratively through shared tools, referral pathways, and assessment frameworks, leading to earlier intervention and improved outcomes. A co-produced vision and shared priorities will drive collective responsibility, and family voice will be embedded in service design and delivery. Ultimately, this model will build trust, strengthen relationships, and ensure that support is tailored, trauma-informed, and effective.	Case studies and Multi Agency audits show: How integrated working led to earlier identification of needs How coordinated support improved outcomes for a CYP and their family, using key indicators before and after the multi-agency working that is being audited to show the impact of this coordinated support.		28/08/2025
		2:2b - Define Governance Structure – Set up decision-making protocols, escalation routes, and accountability frameworks.	Assistant Director - Early Help and Family Help Transformation/ Designated Clinical Officer/ Designated Social Care Officer	Dec-25	Success will be evident when decision-making protocols are consistently followed, escalation routes are clearly understood and effectively used, and accountability frameworks are embedded in day-to-day operations, with roles and responsibilities clearly owned and documented.			Baseline: Multi-Agency Audits are not part of business-as-usual practice. These will be in place by November 2025. Increased uptake of early help or preventative services shows that families' needs are being met at a universal family support level.		28/08/2025
		2:2c - Design Early Years Support Hub Model – Identify core services and professionals to be co-located or virtually integrated.	Assistant Director - Early Help and Family Help Transformation/ Designated Clinical Officer/ Designated Social Care Officer	Apr-26	A clear model is established, detailing core services and professional roles. Services (e.g. health, early years, SEND, voluntary sector) are co-located or virtually integrated through shared systems and joint working. Multi-agency protocols, referral pathways, and data-sharing agreements are in place and actively used. Professionals report improved communication, joint planning, and shared responsibility. Evidence shows better outcomes—earlier support, reduced escalation, and stronger family engagement. The model aligns with Families First for Children reforms and local early help priorities			Baseline: In Q1 2023 there were 155 unique service users attending the Family Hubs compared to Q1 2024 where 1162 unique service users have attended.		28/08/2025

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		2:2d - Develop Shared Vision and Objectives – Co-create a mission statement and shared outcomes across agencies.	Assistant Director - Early Help and Family Help Transformation/ Designated Clinical Officer/ Designated Social Care Officer	Dec-25	A co-produced mission statement is agreed upon and endorsed by all key stakeholders (e.g. Early Help, Early Years, Health, Education, Voluntary Sector, and Social Care). There is a clearly defined set of shared outcomes and priorities. All partners understand, own, and can articulate the shared vision and objectives, reinforcing a collective responsibility for improving outcomes for children and families. The vision and objectives are embedded into service plans. Partnership meetings and workstreams are structured around the shared objectives.			Universal offer	Number of unique service users (Children)		28/08/2025
								Antenatal PIMH support at home & in the community	59		
								Baby Babble	33		
								Baby group 0-9 months	149		
								Childminder support group	30		
								Early start post-natal group	10		
								Little Explorers 15 months - 2.5 years old	68		
								SEND stay & play group	13		
								Mini Explorers 9-15 months	44		
		2:2e - Implement Secure Digital Platform – Select and configure a GDPR-compliant system for case management and information sharing.	Head of Business Intelligence	Apr-26	We will know the secure digital platform is successfully embedded in our multi-agency teams when professionals consistently use it to share information, coordinate support, and manage cases in a timely, GDPR-compliant manner. Evidence of success will include improved communication across disciplines, reduced duplication, and clearer, joined-up planning for children and young people with SEND. Families will experience more seamless support, and staff will report increased confidence in collaborative working.			Move and Play	38		28/08/2025
								Outdoor Explorers	54		
								Pitter Patter Play & Natter (PIMH)	63		
								Play Learn Grow	63		
								Pre-school Explorers	36		
								Stay & Play (run by Flowhession)	22		
								Story Walk (Holiday Activity)	139		
								With You in Mind (PIMH)	13		
								Parenting Helpline	74		
		2:2f - Create Unified Referral and Triage Process – Design a single referral form and triage criteria for all partner agencies.	Assistant Director - Early Help and Family Help Transformation/ Designated Clinical Officer/ Designated Social Care Officer	Apr-26	We will know the unified referral and triage process is successfully implemented when all partner agencies consistently use a single referral form and shared triage criteria. Referrals are processed more efficiently, with fewer delays and clearer decision-making. Professionals report improved clarity and confidence in the process, and families experience a more streamlined and coordinated response to their needs. Data shows increased consistency in referral quality and timeliness across services.			Solihull Online (Universal online parenting programmes 0-19 and 25 with SEND)	3994 registered users as of 30th June 25		28/08/2025

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		2:2g - Develop Joint Assessment Framework – Agree on a common assessment tool and thresholds for intervention.	Assistant Director - Early Help and Family Help Transformation/ Designated Clinical Officer/ Designated Social Care Officer	Apr-26	We will know the joint assessment framework is successfully developed when all partner agencies use a common assessment tool and agreed thresholds for intervention. Assessments are consistent, transparent, and lead to timely, appropriate support. Professionals report greater confidence in decision-making, and families experience more equitable access to services. Data shows improved alignment in multi-agency responses and reduced variation in outcomes.			Trust and confidence ratings in services and professionals increase measured through parent carer surveys. Baseline: Parent Carer Survey Nov 2024 What are your confidence levels in the following services to support CYP with SEND:		28/08/2025
		2:2h - Deliver Multi-Agency Training – Provide joint training on safeguarding, trauma-informed practice, and data sharing.	Assistant Director - Early Help and Family Help Transformation/ Designated Clinical Officer/ Designated Social Care Officer	Apr-26	Training attendance and completion records, facilitator feedback, Participation feedback, Increased confidence and competence, Staff report feeling more equipped to handle safeguarding and trauma-informed cases, Feedback from families indicating improved support and understanding from professionals, Case audits evidence trauma-informed and safeguarding principles are being applied.			Paediatrics Yes 60.2% No 36.1% (Q9) ISCAN Yes 44.6% No 48.2% (Q10) Childrens Social Care Yes 9.7% No 83.1% (Q11) Family Hubs and Parenting Yes 7% No 83 (Q12) Early Help Yes 23.2% No 73.1% (Q13)		28/08/2025
		2:2i - Engage Families in Co-Production – Set up parent/ carer panels and feedback mechanisms to shape services.	Head of SEND	From Sept-25 impact to be measurable by April -26	Parent/Carer Panels are established, Terms of reference are clearly defined and agreed upon, Feedback mechanisms are in place and active, Family Input influences decision-making, satisfaction and trust levels improve, and representation and inclusion are prioritised.					28/08/2025



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		2:2j - Early Years Support Hub – Launch the hub in a selected locality with clear entry and exit criteria.	Assistant Director - Early Help and Family Help Transformation/ Designated Clinical Officer/ Designated Social Care Officer	Sep-26	Hub is operational in the selected locality, Clear entry and exit criteria are defined and used, Referral and case data are being captured, stakeholder awareness and involvement, and Monitoring and evaluation are in place. Family feedback confirms impact.					28/08/2025
		2:2k - Monitor and Evaluate Efficacy – Track KPIs such as referral response times, family satisfaction, and service outcomes.	Assistant Director - Early Help and Family Help Transformation/ Designated Clinical Officer/ Designated Social Care Officer	Ongoing from Sept-26	A clearly defined set of KPIs has been agreed upon (e.g., referral response times, family satisfaction scores, outcome measures). Baselines and targets for each KPI are set, Systems are in place to collect data routinely, Data is updated and reported at agreed intervals, Referral Response Times Are Measured and Reported, Surveys, interviews, or feedback forms are regularly completed by families, Outcomes such as developmental progress, family wellbeing, or access to services are tracked, Before/after comparisons are available to show impact, KPI dashboards or reports are regularly reviewed by leadership					28/08/2025
		2:2l - Refine Model Based on Feedback – Use evaluation data to improve processes and address gaps. Plan for Wider Rollout – Develop a roadmap for scaling the MADT model to other age groups and services.	Assistant Director - Early Help and Family Help Transformation/ Designated Clinical Officer/ Designated Social Care Officer	April-27	We will know the model is being refined effectively when evaluation data is actively used to improve processes, address gaps, and respond to feedback from families and professionals. Changes are clearly documented, and teams report improvements in clarity, efficiency, and impact. A roadmap for wider rollout is in place, with clear milestones for extending the MADT model to other age groups and services. Stakeholders are engaged in planning, and early implementation sites show readiness and positive outcomes.					28/08/2025

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		2:2m - Secure Long-Term Funding and Resources – Identify sustainable funding streams and workforce capacity.	Assistant Director - Early Help and Family Help Transformation/ Designated Clinical Officer/ Designated Social Care Officer	April-27	<p>We will know long-term funding and resources are secured when sustainable funding streams are identified and embedded into strategic planning, and workforce capacity is aligned to support delivery.</p> <p>Multi-agency teams report confidence in the stability of the model, and recruitment and retention data reflect a resilient, well-supported workforce. Financial planning shows clear investment in the MADT approach, enabling continuity and growth.</p>					28/08/2025
		2:2n - Communicate Progress and Impact – Share successes and lessons learned with stakeholders and the wider community.	Head of SEND/ Parent Carer Forums	Sep-27	<p>We will know progress and impact are being effectively communicated when stakeholders and the wider community are regularly informed of successes, challenges, and lessons learned.</p> <p>Updates are shared through accessible channels, and there is evidence of increased engagement, trust, and shared ownership of the MADT model. Feedback loops are in place, and stories of positive change are used to celebrate impact and drive continuous improvement.</p>					28/08/2025



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PAP 2:3	Develop Multi-Agency Disciplinary Team (MADT) working arrangements to support individual CYP and their families	2:3a - Co-locate- locate personnel from different service areas and specialisms within the locality SEND hubs Identified lead practitioner/ single point of contact for key CYP Commissioning of school-based education leads for each SEND locality	Assistant Director - Early Help and Family Help Transformation/ Designated Clinical Officer/ Designated Social Care Officer/DSR Programme Lead	Sep-27	Multi-Agency Disciplinary Team (MADT) arrangements are fully embedded, with clearly defined roles, responsibilities, and communication pathways. Teams work collaboratively to provide holistic, person-centred support to children, young people, and their families, ensuring their needs are met in a timely and coordinated way.		In the future, families in Tameside will experience a more seamless and supportive journey when accessing services for their children. Multi-Agency Disciplinary Team (MADT) arrangements will be fully embedded, with professionals working collaboratively across education, health, and social care. Clear roles and communication pathways will ensure that families no longer face delays or confusion. Instead, they will receive timely, coordinated, and person-centred support tailored to their child's unique needs. As a result, children and young people will thrive in environments that understand and respond to their whole selves, and families will feel empowered, respected, and confident in the support they receive.	Increased % of cases with a shared multi-agency plan in place so that there is a holistic understanding of needs, challenges and support required, with suitable actions being taken to improve outcomes. Baseline: Currently, 0% of cases have a shared multi-agency plan of the type described, although many CYP have multi-agency input; this data is not currently recorded. A baseline will be calculated by November 2025. 80% of cases referred in receive support within statutory or locally agreed timeframes to show improved outcomes through timely support being provided for identified needs. Baseline: This data is not currently recorded. A baseline will be calculated by November 2025.		28/08/2025

Not yet started: The action is planned as part of expected delivery timescales, but is not yet due and/or is dependent on preceding actions.

On track: The action has started, is on track for completion, and there are no issues raised requiring escalation.

Vulnerable: Action looks unlikely to be achieved, or timescales met, as planned and this may have implications on improvements, so requires escalation.

At risk: There is a risk that this action will not be completed, and escalation is required and a plan to mitigate risks must be implemented.

Complete: Action fully completed and intended impact/outcome is evident.



PRIORITY ACTION 3

As a Partnership, we will take decisive action to reduce delays and close gaps at all stages of the pathway and service provision to meet the neurodevelopmental care and support needs for children and young people with SEND.

What does good look like for Tameside Children and Young People:

Children and young people in Tameside will access the right support more quickly, with fewer delays and clearer pathways—especially for neurodevelopmental needs—ensuring no one is left waiting for the help they need.

What difference will this make for Tameside Children and Young People, and their families:

Children and young people will receive the right support sooner, helping them to thrive and reducing the frustration of long waits. Families will feel more reassured and empowered, knowing that services are working together to close gaps and respond quickly to their child's needs.



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PAP 3.1	Children, young people and families will have a strong voice in the transformation programme of Neurodivergent pathways.	3.1a Programme of stakeholder events held quarterly, dedicated update sessions with CYP and families.	Children Young People Mental Health Commissioner (MH)	Sep-25	CYP and families report they feel supported and listened to. The views and experiences of CYP & families inform the ongoing transformation. Named owners of content supported by a dedicated communications officer within the LA		Parent carers have a clear understanding of what to expect for their child and where to access support, and the local area can be assured that this is having an impact high high-quality data on increased uptake across the partnership.	An increase in parent care satisfaction will show that families feel listened to and involved, 10% increase from baseline, gathered through a survey of parents/ carers. Baseline: From PCFS survey August 2025: 102 23.7 % of parents stated Yes		28/08/2025
		3.1b Co-design and production with the SEND youth council / PCFS on ND pathway model.		Apr-26	Feedback from stakeholder events reflects improved communication. The Tameside offer is designed to be accessible to the Tameside families through being designed in a child and parent-friendly manner.		Trusted and up to date Local Offer page with robust links to Statutory and VCSE provision.	329 76.3% of parents stated No Increased satisfaction reported by children and young people in feeling listened to. 10% increase from baseline, gathered through a survey of the SEND youth council Baseline: Not currently measured; baseline survey will be collected by December 2025. Family feedback gathered through the Local Offer was reported to the Local Area Improvement Board. Baseline:Evidenced through SLAIB papers.		28/08/2025
		3.1c Improve visibility and accessibility of support through the local offer and other channels, such as provider websites, TMBC LAP SEND newsletter. Communication strategy considers how those unable to access information online can be supported to be informed.		Sep-25	Mechanisms for Non-online information sharing are shared and supported in the community.		Families/Carers/ CYP engaged in the development of the early help support offers – building trust between statutory services, VCSE and families.			28/08/2025
		3.1d Co-produce and publish a universal ND support offer for families and professionals, including early help strategies, resources, and signposting to services.	ND Pathway Programme Manager & Head of Service for Early Help	Sep-26	Co-Produced resources accessible to all		Communication and Co-Production sub-group will build on work with Parent Carer Forums as well as the wider VCSE providers in Tameside and GM. Families, carers and Children and young people engaged in the development of the early help support offers, ensuring that the services are accessible and meet the needs of our families.	Satisfaction measures in service KPIs reported through the monthly data set (linked to 3.2c) Baseline: Service not yet in place - Performance reporting to be implemented following service commencement by June 26 A co-produced support offer is on the local offer and made available in community settings with uptake audited and reported to the local area partnership Baseline: Evidenced through published information on local offer and SLAIB papers.		28/08/2025

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PAP 3.2	Children, young people, and families have access to support pathways when they need them.	<p>3.2a Transform the current ND pathway and system from diagnosis-led to a needs-led model of care.</p> <ul style="list-style-type: none"> - Implement the ND pathway redesign programme with an enhanced neurodivergent support offer for CYP and families, which can be accessed without diagnosis across Tameside - implement the 'hub' approach with a one-stop approach for early help - review and bring together all existing SEN support offers to create a suite of tools for schools, practitioners and CYP&families - roll out digital front door and single point of access in place as part of the ND hub through the local offer and work with partners and new VCSE provider to ensure the site is: easy to use, upto date, needs led aligned to the thrive model elements 'early help and getting help' - Introduce or enhance pre & post diagnosis workshops, advice lines and parent support groups to reduce pressure on clinical services and empower families - ensure families, PCFs and young people are involved in the transformation programme and meetings (linked to 3.1) 	ND Pathway Programme Manager & Head of service for Early Help & Assistant Director Education	<p>Pilot phase one Oct 25</p> <p>Roll out from April 26 - Dec 26</p>	<p>New VCSE Navigation service via the new ND hub operational.</p> <p>Training programme in place that is evidence based with clear suitability and access criteria.</p> <p>Review of Tameside's ND core offer against the ICB vision shows compliance and improvement towards best practice in its multi-disciplinary approach and its delivery of early help and support.</p> <p>Families, users and practitioners can access and navigate the pathways more easily to support children and young people to receive help and support to meet their needs.</p>	<p>Programme Manager in post – scoping completed, and stakeholder workshop held in June 25.</p> <p>GM submission approved August 25.</p> <p>ND programme implementation group established, and 2 workshops and initial meeting undertaken.</p> <p>Reveiw of existing navigation service ongoing and learning will inform the new hub model.</p> <p>Mapping of existing training and support in Tameside completed.</p>	<p>Earlier and Improved access to assessment and diagnostic pathway support for children and young people and reduction in rejected referrals.</p> <p>Reduction in reported parental frustration at current complex route through early help and support.</p> <p>Joined up and holistic approach to assessment ensuring children and young people are not sitting on multiple waiting lists or on the 'wrong' waiting list. Therefore, reducing delays and multiple appointments / assessments.</p> <p>Those with the most complex need are seen in a timely manner by the most appropriate professional/service.</p> <p>Families' needs being met through access to neurodiversity support at the earliest opportunity to available to them.</p> <p>Families/Carers understanding of ND needs and confidence in managing ND needs of their child/ren is improved.</p>	<p>Increased uptake in pre-diagnostic support (uptake audited and reported to LAP)</p> <p>Baseline: This data is not currently recorded. A baseline will be calculated by November 2025.</p> <p>Parent carer forums report higher satisfaction and less complaints from families on navigating ND pathways.</p> <p>Baseline: Feedback loop to be in place for work completed with PCFs and parent engagement groups. This is to be in place by Nov 2025</p> <p>Achievement of navigation service KPI's reported to LAP and Childrens Improvement Board and GM ND programme Board.</p> <p>Service not yet in place - Performance reporting to be implemented following service commencement by June 26</p> <p>Improved positive Professional and Practitioner feedback on the accessibility and ease of navigation of services gathered through baseline and quarterly surveys. 10% improvement by April 26.</p> <p>Baseline: Not currently measured; baseline will be collected through a survey by December 2025.</p>		28/08/2025

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		3.2b Implement the local profiling tool to support the identification of needs and appropriate support.	ND Pathway Programme Manager & Head of service Early Help & Assistant Director Education	Apr-26	Introduction of an ND profiling tool in Tameside – monitored and managed via the new ND hub – monitoring will be the number of profiles completed and user satisfaction review.		<p>ND profiling tool is in use and supporting families to access help and support – pathway is clear in relation to NP tool and triage/MDT approach established.</p> <p>Children and young people can get the right support, right time, to be happy, healthy and able to achieve their ambitions.</p>	<p>Increased utilisation of the ND Profiling tool. Increase in early access to therapy services, as evidenced by the dashboard.</p> <p>Baseline: 0 utilisation, utilisation trajectory to be presented to SLAIB by Jan 26</p> <p>Reported improvement in parent & professional satisfaction with this as a supportive tool through satisfaction survey.</p> <p>Baseline: Not currently measured; baseline survey will be collected by December 2025.</p>		28/08/2025
		3.2c Develop a single data set for all ND pathways to monitor activity.	ND Pathway Programme Manager	Jun-26	Clear reporting in place for oversight of activity across ND pathways that demonstrates timely access to services and support for families		Clarity on reporting of activity across all ND pathways supports the system to identify blockages and delays in a timely manner and to jointly commission services to meet the needs of children, young people and families and ensure Children and young people experience high-quality and timely services which they have co-designed.	<p>Data set reported at Local Area Improvement Board, Children's Improvement Board, Tameside Locality Committee and GM SEND and provider oversight forums.</p> <p>Currently not reported. Achievement evidenced through the SLAIB papers.</p>		28/08/2025
		3.2d Work with partners to encourage and see an increase in Early Help, "Whole Family" strength-based assessments being completed in Early Years 0-5 years as soon as they are identified as having neurodevelopmental needs or emerging SEND.	ND Pathway Programme Manager & Head of service Early Help	Jun-26	An MDT approach is adopted across early years and health services to support children and young people to access the MCR Early Years pathway and ND early help offers.		Increased early health assessments conducted will help mitigate parenting capacity or environmental factors a contribute factor to child development delay. Enabling children to have support at a much earlier time and support school readiness.	<p>Increase in early help assessment rate.</p> <p>Baseline: 156.4 per 10000 population 2024-2025 Q4</p> <p>Increase the rate in school readiness</p> <p>Baseline:</p> <p>GLD at the end of reception</p> <p>Tameside</p> <p>2023 61.7%</p> <p>2024 62.0%</p> <p>2025 60.8%</p>		28/08/2025

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		3.2e Provide training for education, health, and care professionals to support identification and early response to neurodiverse needs within universal settings.	ND Pathway Programme Manager & Head of SEND	Apr-26	Children have timely assessments and an offer of support which is accessible through family hubs.		<p>Children and young people will benefit from earlier identification of need and earlier access to support packages and assessment pathways where required.</p> <p>Parent carers have a clear understanding of what to expect for their child and families are equipped with skills and knowledge to support them in achieving their ambitions.</p>	<p>Schools and professionals report improved confidence in supporting children and young people with ASC through access to training and resources.</p> <p>Baseline: Not currently measured; baseline survey will be collected by December 2025.</p> <p>Reported number of training sessions delivered and positive outcomes reported through training session feedback and evaluation.</p> <p>Baseline: Not currently measured; baseline data will be collected by Jan 26.</p>		28/08/2025



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PAP 3.3	Children and young people, and families will receive more timely access to neuro-developmental pathways.	3.3a Establish a monthly partnership forum where education, health, and social care partners meet to review pathway performance, troubleshoot delays, and improve integration of services.	Head of CYP commissioning (Mental Health)	Dec-25	The neurodiverse pathways are fully embedded within the broader neurodevelopmental model, ensuring joined-up care and consistency across services.		<p>The ND programme group and sub-groups foster integrated partnership working across the locality.</p> <p>Improved ASC/ADHD pathway will lead to faster early help assessments, earlier access to support, and clearer guidance for families.</p> <p>Lack of diagnosis will no longer be a barrier to accessing support; therefore, can access support dependent on individual need. Support will be tailored to individual needs</p> <p>Improved access to a range of support offers.</p> <p>Reduced the risk of children and young people's needs escalating, leading to a crisis.</p>	<p>Reduction in the rate of complaints to services relating to delays in accessing services.</p> <p>Baseline: These are total numbers from 1 August 2024 to 31 July 2025.</p> <p>Stage 1 complaints 92</p> <p>Stage 2 complaints 32</p> <p>Compliments 0</p> <p>Data on ND pathway complaints to be gathered by Dec 25.</p> <p>Improved feedback of CYP and parent carers on experience of ND assessment and diagnostic process via annual family Survey.</p>		28/08/2025
		3.3b Implement systems to track waiting times, assessment outcomes, and uptake of universal support to inform planning and resource allocation.	ND Pathway Programme Manager/ Childrens services LA transformation Lead	Jun-26	Clear reporting in place for oversight of activity across ND pathways		<p>Families/Carers' understanding of ND needs and confidence in managing the ND needs of their child/ren is improved.</p> <p>Improved experience for CYP and families from referral and throughout their assessment.</p> <p>Services have fewer complaints relating to timely access to services as children have access to timely and appropriate support.</p>	<p>Baseline: Not currently measured; baseline will be collected via survey by December 2025.</p> <p>Children and young people report access to effective support post-diagnosis (via baseline survey).</p> <p>Baseline: Not currently measured; baseline will be collected through survey December 2025.</p> <p>Increase in early help assessment rate.</p>		28/08/2025
		3.3c Review implementation of quality first teaching for neurodiversity across the local area partnership through the Ordinary available Framework and reasonable adjustments.	Head of SEND/ Principal Educational Psychologist	Mar-26	A clear and accessible universal support offer is in place, providing early help, classroom strategies, and family advice before and after diagnosis.		<p>Effective prioritisation for those most in need or at highest risk.</p> <p>Universal support is reviewed and embedded consistently across settings, building a strong foundation for early help and inclusion.</p> <p>Families experience a more transparent, equitable journey, and professionals are supported by systems that enable effective, joined-up care.</p> <p>Pre-school age children are assessed using a multi-Agency model/one stop clinic model. Reduced waiting times and clinic appointments for families. Shared learning and better partnership working for professionals.</p>	<p>Baseline: 156.4 per 10000 population 2024-2025 Q4</p> <p>Waiting times for ND services presented to LAP on a Quarterly basis,</p> <p>Baseline: Currently not reported. Achievement evidenced through the SLAIB papers.</p> <p>PINS data presented to LAP on a quarterly basis</p> <p>Baseline: Currently not reported. Achievement evidenced through the SLAIB papers.</p>		28/08/2025

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		3.3d Engage with Schools as specialist supporters of children with ASC through PINS and Neurodiversity in schools' programmes. Ensure TSOSS and EPS service training packages include specialist training for areas that are part of the ASC triad of needs/ spectrum eg anxiety, sensory needs	Deputy Head of SEND/ Principal Educational Psychologist	Sept 26	Families report improved access to timely advice, intervention, and ongoing support, regardless of diagnosis status. PCFS are involved in the implementation and rollout of the PINs programme	PINS and ND in schools been implemented 2024-2025, extension of this to 7 schools in 2025-2026. TSOSS offer extended in 24/25 to include enhanced universal / non-traded support				28/08/2025
		3.3e Link to Strategic Priority 7- Balanced SALT system / Commissioned health services for children and young people with SEND	Children and Young People Commissioner (Health) Balanced System ISCAN SALT lead	Sept 26	Service gaps are identified and addressed, joint commissioning aligns resources to need, and triage processes are fair and responsive.					28/08/2025



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Pap 3.4	Children and young people, and families, will receive more timely access to diagnostic and assessment services	<p>3.4a Establish an Integrated ND assessment and diagnosis pathway programme with GM, VCSE, Education, community paediatrics and CAMHS providers to ensure the assessment and diagnostic pathway provides the right input in the right setting.</p> <ul style="list-style-type: none"> - implementation of screening and high-quality triage at the start of the pathway to ensure clarity, reduce inappropriate referrals and fast-track the most urgent cases (April 26) - Identify and mitigate gaps in commissioned service for assessment and diagnosis of ASD/ADHD to ensure demand meets trajectory (Dec 25) - work with current provision to incrementally address transition from CAMHS only assessment and diagnosis to an integrated model, starting with early years through a Child Development Unit partnership approach (Sept 26) 	GM Strategic Commissioning Lead / ND Pathway Programme Manager / GM Strategic CYP Commissioning Lead	April 26	<p>The commissioned assessment and diagnostic service meets current and future demand.</p> <p>Tameside assessment and diagnostic pathway will be in line with all other localities within the Pennine Care Footprint.</p> <p>Waiting times for assessments are reduced through targeted investment and pathway improvements.</p> <p>Referral pathways and criteria are streamlined and well-communicated across education, health, and care services.</p> <p>Improved timeliness and reduced burden in making referrals.</p> <p>Pilot CDU model in place final quarter of 25/26, working with existing resource, whilst commissioning of new model provides funding for further development in 2026.</p>	Identified capacity with the ND Programme Manager to lead this development.	<p>Support CYP and families to gain a diagnosis and, where appropriate, access treatment such as medication for ADHD.</p> <p>Clearer pathways of support, assessment and diagnostics with increased capacity to provide timely care through the MDT approach.</p> <p>Family's needs are being met through access to neurodiversity support at the earliest opportunity.</p>	<p>Reduction in the number of children and young people waiting longer than 12 months for initial assessment (15% reduction in waits for initial assessment above 12 months by September 26)</p> <p>Baseline: June 25 - 1076 CYP waiting between 12-24 months for initial assessment.</p> <p>Reduction in the number of young people waiting longer than 12 months from initial assessment to diagnosis (10% reduction by September 26)</p> <p>Baseline: June 25 – 111 CYP waiting above 24 12months for diagnosis.</p> <p>Parent Carer forums report higher rates of satisfaction from families.</p> <p>Baseline: What are your confidence levels in the following services to support CYP with SEND:</p> <p>Paediatrics</p> <p>Yes 60.2%</p> <p>No 36.1% (Q9)</p> <p>ISCAN</p> <p>Yes 44.6%</p> <p>No 48.2% (Q10)</p> <p>Early Help</p> <p>Yes 23.2%</p> <p>No 73.1% (Q13)</p> <p>Improved positive professional and practitioner feedback on the accessibility and ease of navigation of assessment and diagnostic processes gathered through baseline and quarterly survey (15% improvement in positive responses by September 26)</p> <p>Baseline: Not currently measured; baseline survey will be collected by December 2025.</p>		28/08/2025

Ref	Target	Activity to achieve the target	Owner	Timescale for completion	Outcomes for success (how we know it's achieved)	Progress (what steps we have taken so far)	Impact (the difference this will make/has made)	Evidence of how impact is measured (how we show this, including baseline)	RAG	SLAIB SIGN OFF DATE and RAG
		3.4b Review community Paediatric service specification, including requirements for CY&P with ND needs, with input from professionals and families, children and young people.	GM Strategic Commissioning Lead / ND Pathway Programme Manager / GM Strategic CYP Commissioning Lead	Sep-26	Service gaps are identified, joint commissioning aligns resources to need, and plans are in place and responsive to mitigate gaps and make best use of system resources to best meet the needs of the SEND community.		Gaps in provision are understood, and available resources are directed to meet the care requirements of those children and young people with the greatest need. Children and young people with SEND have a full range of support and intervention services available to them in Tameside that ensure they are able to thrive, be happy and fulfil their ambitions.	Strategic commissioning intentions in place which detail intention to enhance services to meet need evidenced through Commissioning Papers presented to SLAIB Baseline: Currently not reported. Achievement evidenced through Local Area Improvement Board by Sept 26.		28/08/2025
		3.4c Undertake full strategic commissioning review of the community paediatric services following review and ensure health priorities are reflected in the Joint Commissioning Strategy for SEND and commissioning intentions of the GM ICB		Apr-27						28/08/2025
		3.4d Time-limited delivery of additional activity through increased clinics, recruitment of specialist staff, or working with partner providers to reduce existing wait times.	AD CAMHS	Dec-25	Children and young people who have been waiting excessive periods of time will receive assessment and diagnostic input to enable them to receive appropriate care and achieve their potential.		Those children and young people who have been on waiting lists for in excess of 2 years will be prioritised for assessment and diagnosis based on clinical assessment of need. Children and young people who are transitioning from one educational setting to another or into adulthood will be prioritised for assessment and diagnosis.	Reduction in the number of children and young people waiting longer than 24 months for initial assessment (20% reduction in waits for initial assessment above 24 months by June 26) Baseline: June 25 - 399 CYP waiting above 24 months for initial assessment. Reduction in number of young people waiting longer than 24 months from initial assessment to diagnosis (10% reduction by June 26) Baseline: June 25 – 16 CYP waiting longer than 24 months for diagnosis Increased utilisation of ASD/ADHD services by 16–18-year-olds as evidenced through the performance dashboard. Baseline: This data is not currently recorded. A baseline will be calculated by November 2025.		28/08/2025

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		3.4e Ensure the 16–18 age group has full access to assessment and support in line with younger children, with appropriate transition planning into adult services.	AD CAMHS & MH commissioner	Apr-26	Young people aged 16–18 have full and timely access to ASC/ ADHD assessment and support as part of the neurodevelopmental pathway.		All children and young people, regardless of age, will have access to the full range of ND services	<p>Increased utilisation of ASD/ADHD services by 16–18-year-olds as evidenced through the performance dashboard.</p> <p>Baseline: This data is not currently recorded. A baseline will be calculated by November 2025.</p> <p>Reported improvement in parents' & young people's satisfaction as reported through the SEND youth council satisfaction survey.</p> <p>Baseline: Not currently measured; baseline will be collected through survey December 2025.</p> <p>Reduction in the number of children and young people aged 16-18 awaiting assessment for over 12 months (20% reduction by June 26)</p> <p>Baseline: This data is not currently recorded. A baseline will be calculated by November 2025.</p>		28/08/2025
		3.4f Link to Health Provision workstream.	CYP Commissioner (health)	Apr-27	Service gaps are identified, and plans are in place through strategic commissioning plans to provide services to meet needs.		Wider health provision is in place and accessible for children and young people to ensure they have access to care and support that enables them to reach their full potential	See Priority 7		28/08/2025

Not yet started: The action is planned as part of expected delivery timescales, but is not yet due and/or is dependent on preceding actions.

On track: The action has started, is on track for completion, and there are no issues raised requiring escalation.

Vulnerable: Action looks unlikely to be achieved, or timescales met, as planned and this may have implications on improvements, so requires escalation.

At risk: There is a risk that this action will not be completed, and escalation is required and a plan to mitigate risks must be implemented.

Complete: Action fully completed and intended impact/outcome is evident.

Agreed by Sue Johnson SLAIB
CHAIR PERSON on 28 August 2025

Agreed by Jill Colbert OBE,
Director of Children's Services, TMBC
on 28 August 2025

Agreed by Stephanie Sloan, Deputy Place
Based Lead, NHS Greater Manchester
(Tameside) on 28 August 2025

How We Will Measure Impact

The SEND Strategy will be delivered alongside the following strategic plans:

- **1. SEND Improvement Plan** – sets out how we will address the improvements identified by Ofsted, deliver against our I-Statements, and achieve the 10 identified priorities.
- **2. Tameside Joint Commissioning Strategy** – outlines joint commissioning intentions and the plan for delivery.
- **3. SEND Sufficiency and Placement Plan** – a single, integrated plan that sets out how we will meet current and future demand for special school places and additional resource provisions, including long-term capacity planning and resource allocation.
- **4. Alternative Provision (AP) Strategy** – supports the development and evaluation of inclusive and high-quality AP across the borough.
- **5. Coproduction Charter** – ensures children, young people (CYP), and families are central to decision-making, with their feedback shaping service delivery.
- **6. Education Strategy** – aligns SEND priorities with broader educational improvement goals across Tameside.

Monitoring and Accountability

- **Tameside Children's Services Dashboard:** This central tool tracks metrics across all areas of SEND, providing both quantitative and qualitative data to assess progress.
- **Feedback from CYP and Families:** Regular engagement and feedback loops ensure lived experiences inform continuous improvement.
- **SLAIB (SEND Local Area Improvement Board):** All strategic plans will be held to account by SLAIB, ensuring transparency, challenge, and shared responsibility across the partnership.



Governance and Delivery of the SEND Strategy

Tameside's SEND Local Area Improvement Board (SLAIB) brings together a wide range of services and stakeholders from across the system — including health, social care, education, and parent carer representatives.

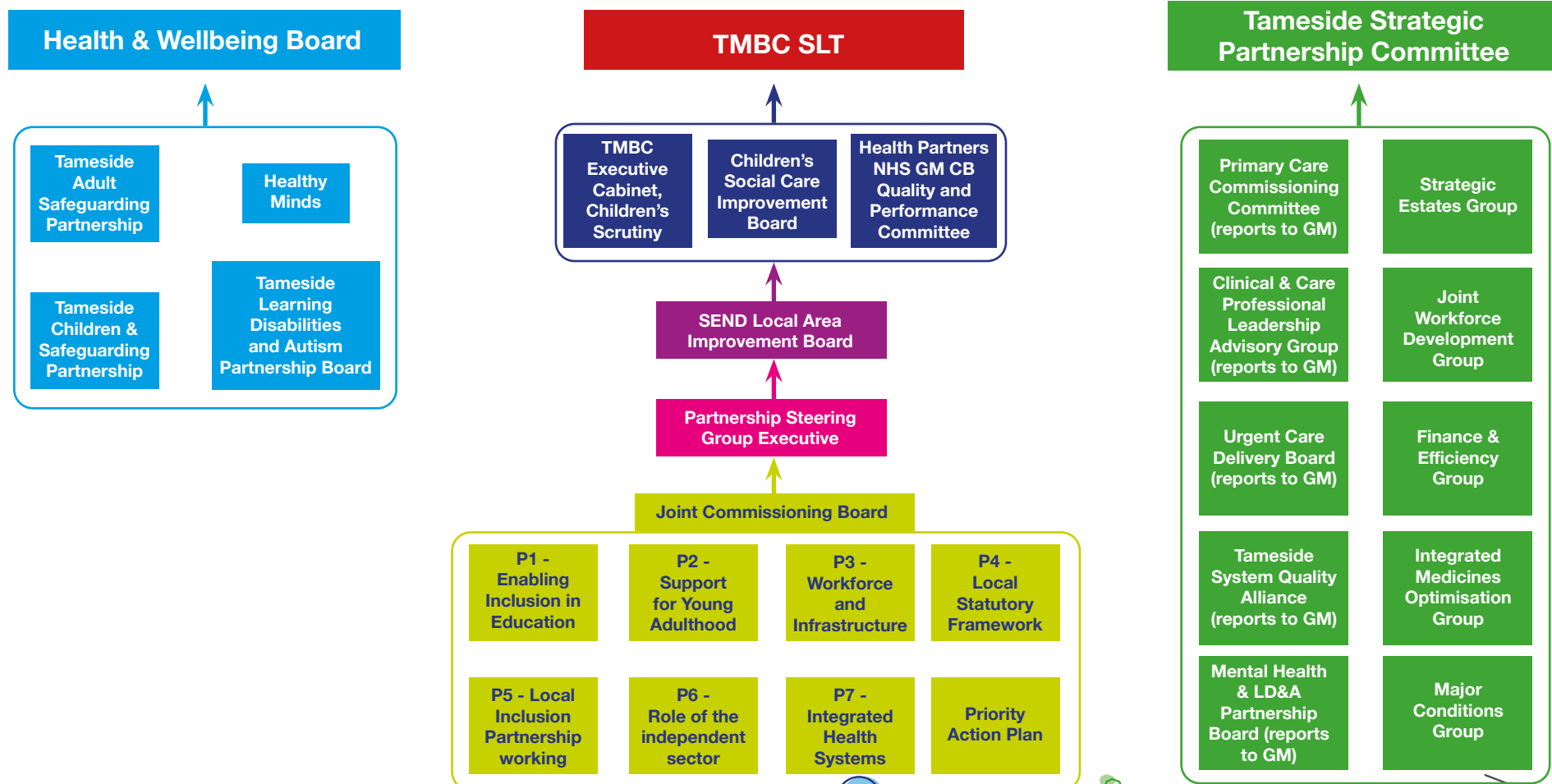
Purpose of the SLAIB

The SLAIB exists to ensure that all children and young people (CYP) with SEND in Tameside thrive and achieve positive outcomes, through the right support, in the right place, at the right time.



Integration with Wider Governance

Greater Manchester Integrated Care Board



Our teams have all contributed to developing the Tameside SEND Strategy and Improvement Plan and are committed to working collaboratively to achieve its goals:

Harry Catterall
Interim CEO Tameside Council

Councillor Theresa Smith
**Executive Member for
Children's and Families**

Sue Johnson
**Tameside SEND Local Area
Improvement Partnership
Independent Chair**

Councillor Leanne Feeley
**Executive Member for Lifelong
Learning and Culture**

Jill Colbert
**Director of Children's Services
(Tameside)**

Steph Sloan
**Deputy Place-Based Lead GM
NHS (Tameside) Executive Director
Tameside & Glossop NHS Integrated
Care Foundation Trust (ICFT)**

**Tameside Umbrella
Parent Carer Forum**

OKE Parent Carer Forum



Appendix A

Acronyms

AP	Alternative Provision
CQC	Care and Quality Commission
CYP	Children and Young People
EHCP	Education, Health and Care Plans
JSNA	Joint Strategic Needs Assessment
LAP	Local Area Partnership
OfSTED	Office for Standards in Education, Children's Services and Skills
SEMH	Social, Emotional and Mental Health Needs
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and/or Disabilities
WSoA	Written Statement of Action



Appendix B

CYP and Families Outcomes Framework- I statements

I Statement					
How do we know? What does it mean to you?	I want to be Healthy	I want to be Safe	I want to be Happy	I want to be Independent and Ambitious for the future	I want to be Valued/Heard/ Listened to
	Having good mental health	Confidence in daily life	Joining in activities in the community	Setting goals, aspirations and reviewing these regularly to make them achievable	How families and young people are involved in making decisions about care and services
	The whole family is well supported mentally and physically	Safety in school and community	Having a personalised plan	Opportunities to prepare me for the next phase of my life and into adulthood	Being better at sharing and communicating actions and improvements
	Attending School	Being able to trust people	Being understood	Accessing a range of inclusive opportunities in the community that are strengths based	How families feel believed and trusted as a partner
	Easily accessible activities				Consistency in workforce
	Being supported at the right place in the right time				



Appendix C

What we will do and the difference we would like to make for the Children, Young People and Families of those with SEND in Tameside.

Action Plan Overview PA 1

PA 1

As a Partnership, we will urgently strengthen our joint strategic approach by ensuring clear governance, aligned commissioning, and effective implementation and monitoring. This will enable us to deliver better outcomes for children and young people with additional needs.

What does good look like for Tameside Children and Young People:

Young people with SEND will experience joined-up, timely support that reflects their needs and aspirations, with their voices heard and outcomes improved through coordinated services.

What difference will this make for Tameside Children and Young People, and their families:

Children and young people in Tameside will benefit from earlier, more coordinated support that meets their individual needs, helping them thrive in education, health, and life. Families will feel listened to, involved, and supported by services that work together, communicate clearly, and are accountable for making a real difference.



Action Plan Overview PA 2

PA 2

We will improve our systems and processes for information sharing across education, health, and care. By embedding effective joint working, we will support professionals to collaborate more effectively and improve the experiences of children and young people. We will also implement and monitor the effectiveness of these improvements through shared performance measures, regular multi-agency reviews, and feedback from professionals and families to ensure sustained impact.

What does good look like for Tameside Children and Young People:

Children and young people in Tameside will experience more joined-up support as professionals share information effectively and work together to meet their needs. The impact of this collaboration will be monitored and improved through shared measures, regular reviews, and feedback from families and practitioners.

What difference will this make for Tameside Children and Young People, and their families:

Children and young people will experience more consistent, timely, and personalised support, helping them to achieve better outcomes in education, health, and wellbeing. Families will feel more supported and reassured, as services communicate clearly, work together effectively, and respond to their feedback to make lasting improvements.

Action Plan Overview PA 3

PA 3

As a Partnership, we will take decisive action to reduce delays and close gaps in service provision across key pathways, including neurodevelopmental support.

What does good look like for Tameside Children and Young People:

Children and young people in Tameside will access the right support more quickly, with fewer delays and clearer pathways—especially for neurodevelopmental needs—ensuring no one is left waiting for the help they need.

What difference will this make for Tameside Children and Young People, and their families:

Children and young people will receive the right support sooner, helping them to thrive and reducing the frustration of long waits. Families will feel more reassured and empowered, knowing that services are working together to close gaps and respond quickly to their child's needs.



P1 Enabling Inclusion in Education

What does good look like for Tameside Children and Young People:

Children and young people with SEND in Tameside will receive timely, high-quality support in settings that meet their needs. A consistent graduated approach will ensure early help, families will be informed through an improved Local Offer, and their voices will shape services. This will lead to better outcomes, greater inclusion, and stronger trust in the SEND system.

What difference will this make for Tameside Children and Young People, and their families:

Children and young people with SEND in Tameside will get timely, tailored support in high-quality settings that meet their needs. Families will feel heard, informed, and involved in shaping services. With clearer information and more consistent support across settings, outcomes will improve and trust in the SEND system will grow.

P2 Support for Young Adulthood

2.1 EFI

Leaders across the partnership should work collaboratively to ensure that young people with SEND benefit from a well-thought-out, strategic and coordinated approach to prepare them for adulthood and when transitioning between phases of education.

What does good look like for Tameside Children and Young People:

Children and young people with SEND in Tameside will experience smooth, well-supported transitions at every stage of their journey—from early years through to adulthood. A clear, strategic approach across education, health, and care will ensure they are prepared for the future with a focus on independence, aspiration, and meaningful outcomes. Strong partnership working will mean services are joined-up, proactive, and responsive, giving young people the confidence and support they need to thrive.

What difference will this make for Tameside Children and Young People, and their families:

Children and young people with SEND in Tameside will move through education and into adulthood with greater confidence and support. Transitions will be smoother, services more joined-up, and planning more focused on independence and long-term success.



P3 Workforce and Infrastructure

Develop a skilled, collaborative workforce supported by integrated systems to deliver responsive, high-quality SEN services—ensuring consistent communication, data-driven decision-making, and coordinated support across all partners.

What does good look like for Tameside Children and Young People:

In Tameside, a skilled and collaborative workforce, supported by integrated digital systems, ensures that children and young people with Special Educational Needs receive timely, high-quality support. Professionals across education, health, and care work together seamlessly, using shared data and consistent communication to make informed decisions. This joined-up approach enables early intervention, smooth transitions, and tailored support that puts the needs and voices of children and families at the heart of every action.

What difference will this make for Tameside Children and Young People, and their families:

By strengthening our workforce and systems, children and young people with SEND in Tameside will benefit from clear, consistent communication and joined-up support. Families will feel heard, informed, and involved at every step. Professionals will share information effectively, reducing delays and confusion, and ensuring that support is timely, coordinated, and centred around each child's needs.



P4 Local Statutory Framework

4.1 EFI

Strengthen strategic leadership across the partnership to ensure timely, high-quality, and well-governed Education, Health and Care (EHC) plans and annual reviews.

What does good look like for Tameside Children and Young People:

In Tameside, children and young people with special educational needs and disabilities (SEND) thrive in a system where their voices are heard, their needs are understood, and their support is timely and effective. Strong strategic leadership ensures that Education, Health and Care (EHC) plans are high-quality, co-produced, and delivered on time. Multi-agency teams work seamlessly, with social care, health, and education professionals contributing meaningfully to holistic plans. Families no longer face long waits for support—early intervention is the norm, not the exception. Schools and settings provide consistent, inclusive, and high-quality SEND provision, backed by robust oversight and accountability. Together, this creates a culture of trust, empowerment, and improved outcomes, where every child and young person is supported to reach their full potential.

What difference will this make for Tameside Children and Young People, and their families:

Children and young people in Tameside will get the right support at the right time, with plans that reflect their full needs. Families will feel listened to, supported, and no longer face long waits or confusion. Together, this will lead to better outcomes, stronger trust, and brighter futures for all.



P5 Local Inclusion Partnership working

- | | |
|---------|--|
| 5.1 EFI | Promote collaborative leadership across the partnership to develop and implement a well-considered Alternative Provision (AP) strategy that meets the diverse needs of children and young people with SEND. |
| 5.2 EFI | Drive urgent, cross-partnership action to strengthen understanding of and improve responses to children and young people with SEND who are at risk of exploitation, ensuring early identification, effective intervention, and coordinated safeguarding across all services. |

What does good look like for Tameside Children and Young People:

In Tameside, children and young people with SEND are thriving because services work together with purpose and compassion. Through strong, collaborative leadership, a well-designed Alternative Provision strategy ensures that every child receives the right support, in the right place, at the right time. Schools, health services, social care, and community partners act early to identify needs and risks, especially for those vulnerable to exploitation. Together, they respond swiftly and effectively, keeping children safe and engaged in learning. Families are valued partners, and young people feel heard, supported, and empowered to achieve their full potential. This is a borough where inclusion is real, safeguarding is shared, and every child has the opportunity to succeed.

What difference will this make for Tameside Children and Young People, and their families:

In Tameside, children and young people with SEND will be supported by a strong, united partnership that listens, understands, and takes action. Collaborative leadership will shape an inclusive Alternative Provision strategy that meets diverse needs and keeps children engaged in learning. At the same time, urgent, coordinated efforts will be made to identify and protect those at risk of exploitation—ensuring early intervention and safeguarding across all services. Families will feel heard, supported, and confident that their children are safe, valued, and given every opportunity to thrive.



P6 Role of the independent sector

Strengthen strategic partnerships and commissioning arrangements with the independent sector to ensure high-quality, inclusive, and sustainable provision that meets the diverse needs of children and young people with SEND across education, health, and care.

What does good look like for Tameside Children and Young People:

In Tameside, children and young people with SEND will have timely access to high-quality, inclusive support from both local and independent providers. Services will be well-coordinated, with consistent standards and strong collaboration across education, health, and care. Families will feel confident in the system, and CYP will experience better outcomes, smoother transitions, and a greater sense of belonging.

What difference will this make for Tameside Children and Young People, and their families:

In the future, children and young people with SEND in Tameside will experience more consistent, personalised support that helps them thrive in education and life. Families will feel more supported and reassured, knowing that services—whether local or independent—are working together to meet their child's needs. This joined-up approach will lead to better outcomes, reduced stress, and a clearer, more confident journey through the SEND system.

P7 Integrated Health Systems

What does good look like for Tameside Children and Young People:

In Tameside, children and young people are identified early and supported quickly. Services are in place so children can access the right support at the right time. Families feel heard, involved, and confident that their child's needs are met with care, clarity, and compassion.

What difference will this make for Tameside Children and Young People, and their families:

Children and young people will get the help they need sooner, leading to better wellbeing, learning, and confidence. Families will feel supported, informed, and involved every step of the way, reducing stress and building trust in the system. Together, this creates a more responsive, compassionate, and effective system for everyone.



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