

**REPORT TITLE: New Initiative of schools working in clusters**

<b>Meeting:</b>	Children's Scrutiny Panel
<b>Date:</b>	14/03/25
<b>Cabinet Member</b> (if applicable)	Cllr Amanda Pinnock & Cllr Viv Kendrick
<b>Key Decision Eligible for Call In</b>	No N/A
<b>Purpose of Report</b> To provide insight into the new initiative of schools working in clusters.	
<b>Recommendations</b> <ul style="list-style-type: none"> <li>• That the report is noted.</li> <li>• Scrutiny support is requested moving forward on delivering cultural change including Cluster working.</li> </ul>	
<b>Reasons for Recommendations</b> <ul style="list-style-type: none"> <li>• The SEND programme is complex, extensive and has a range of projects at various stages of maturity. Cluster working is critical project to Kirklees ambition. Scrutiny Panel have had the opportunity to observe the SEND Transformation and Commissioning Group, further oversight by scrutiny would provide added value.</li> </ul>	
<b>Resource Implications:</b> Capacity of officers/partners.	
<b>Date signed off by <u>Executive Director</u> &amp; name</b>	Jo-Anne Sanders (for Tom Brailsford) 26/02/25
<b>Is it also signed off by the Service Director for Finance?</b>	Shared for info 27/02/25
<b>Is it also signed off by the Service Director for Legal and Commissioning (Monitoring Officer)?</b>	Shared for info 27/02/25

**Electoral wards affected:** All

**Ward councillors consulted:** Portfolio Holders and Cabinet

**Public or private:** Public

**Has GDPR been considered?** Yes

## 1. Executive Summary

Kirklees is ambitious for local children and families and has a focus on improving outcomes and making a difference for and with our communities.

Support for children and young people with SEND is a national issue for every Local Authority with demand, complexity and increasing costs providing major challenges. National reports have confirmed 'the system is broken', but this has not stopped Kirklees from undertaking a variety of actions to improve outcomes and make a difference for and with our communities.

To deliver both the Kirklees ambitions and Safety Valve requirements, a comprehensive SEND transformation strategy and plan has been formulated and commenced and this has been published as 'The Big Plan'. [SEND - The Big Plan! | How we plan for SEND | Kirklees SEND Local Offer \(kirkleeslocaloffer.org.uk\)](https://www.kirkleeslocaloffer.org.uk)

It should be noted that to achieve the changes required for a sustainable system, Kirklees must be brave and a whole system approach is required which relies on each partner playing their part. A key component of this is cluster working which aims to create the environment for sustainable change and sits alongside the work being undertaken on Quality and Compliance and Education Health Care Plans (EHCPs).

Clusters are groups of mainstream schools that work together to share resources and expertise at a local level and capitalise on existing structures. This means thinking differently so more young people can get the support they need at the earliest opportunity.

Kirklees is looking to ensure resources and expertise are maximised around the needs of young people. To do this, each cluster of schools has access to 'wrap around support' from a team of professionals, for example from Early Support and Educational Psychology. Working in this way will help schools and the system to support each other by sharing how to do things in the best way possible with an ever-changing cohort.

Cluster working went live in September 2024 in Kirklees, was informed by a pathfinder approach, and will keep developing. The approach is evolution not revolution and lessons have been learned from the approaches other Authorities have taken. Kirklees Council has worked closely with schools and early years providers and have also been supported by our local parent & carer group (PCAN) to develop cluster working together.

Despite how new the approach is, there are positive examples for our children, families as well as our schools. The absolute commitment of partners such as schools (including cluster leads, SENDCos) and PCAN has been pivotal to progress so far. Clusters have started to identify common themes and training needs that can be addressed more effectively and efficiently as a cluster group and have started to discuss or implement approaches that can build capacity and expertise across all their schools. As with any new way of working, there are challenges, but we are listening to feedback and shaping the model together. There is a long way to go, but Kirklees is confident that together as a partnership, these can be overcome.

The approach gives schools more flexibility and support to meet the needs of children and young people at the earliest opportunity. Importantly, an Education Health Care & Plan (EHCP) is not needed to benefit from the new approach.

## 2. Information required to take a decision

### What are clusters

Clusters are groups of mainstream schools that work together to share resources and expertise at a local level and capitalise on existing structures. This means more young people can get the support they need at the earliest opportunity.

Cluster working started in September 2024 in Kirklees and will keep developing. The approach is about thinking differently and evolution not revolution. Close work with schools has been undertaken and the support of our local parent & carer group (PCAN) to develop cluster working is noted. We have also looked at other councils that work in this way to learn from them and then adapt for Kirklees.

There are 17 clusters in Kirklees which are based on location, covering all the mainstream schools in the district. This means that schools in a cluster are all close to each other.

Key principles drive the approach:

#### Principles - What makes a good funding system

- Achieves better outcomes for children and young people
- Improves capacity of schools
- Supports greater consistency and quality in the mainstreams/special school offer
- Equity vs 'who shouts loudest'
- Targets those who are most in need
- Avoids 'perverse incentives'
- Avoids unnecessary bureaucracy
- Financially sustainable

#### Cluster working principles

- Commitment to meeting needs in the area and achieving best possible pupil outcomes
- Prioritising the greatest need vs advocating for own school
- Willingness to support and challenge (and be supported and challenged)
- Recognition of the impact of contextual factors not just levels of pupil need
- Active participation even when schools don't have immediate need for support
- Effective use of all available budgets (delegated and devolved)
- Commitment to reducing reliance on additional resources wherever possible (so that these can be reallocated)
- Recognition of the need to respond to contingencies as they arise (and ensure capacity available for this)
- Willingness to share good practice with/learn from other clusters
- Commitment to equity/positive outcomes across the area/county as a whole

### Why are Kirklees taking this approach?

Support for children and young people with SEND is a national issue for every Local Authority with demand, complexity and increasing costs providing major challenges.

National reports have confirmed 'the system is broken', but this has not stopped Kirklees from undertaking a variety of actions to improve outcomes and make a difference for and with our communities. Cluster working is a fundamental component of the SEND

transformation programme outlined in our 'Big Plan' [SEND - The Big Plan! | How we plan for SEND | Kirklees SEND Local Offer \(kirkleeslocaloffer.org.uk\)](https://www.kirkleeslocaloffer.org.uk)

It should be noted that to achieve the changes required, Kirklees must be brave, a high profile/a whole system approach is required and relies on each partner playing their part. To support this, we have strong system governance in place which includes quarterly monitoring to the Councils Executive Team and monthly monitoring to the SEND Programme Board. This is supported by operational projects, task and finish groups along with engagement from our Department for Education advisers through a variety of mechanisms on an ongoing basis.

### **What does it mean for children and families in Kirklees?**

We are passionate about children and young people in Kirklees and we want them to be the best they can be. We believe in nurturing an inclusive school system which is as creative as possible in supporting young people who have SEND in a range of different ways that meet their needs.

The approach gives schools more flexibility to meet the needs of children and young people. Importantly, an Education Health Care & Plan (EHCP) is not needed to benefit from the new approach. To do this, we are changing the way funding is provided to support young people with additional needs in a way which will increase the number of those who may receive support. This means that more young people with additional needs can benefit from funding, not those solely with an EHCP.

Schools are working together to share resources, expertise and good practice with an ever changing cohort of pupils and their needs. This is used to support our young people as early as possible to ensure their needs are being met so that they are able to make progress and achieve their best possible outcomes.

Kirklees is looking to ensure resources and expertise are maximised and support is coordinated around the needs of young people. To do this, each cluster of schools has access to a team of professionals, for example from Early Support and Educational Psychology. Working in this way will help schools and the system to support each other by sharing how to do things in the best way possible.

### **What it definitely does not mean?**

This initiative sits alongside the work being undertaken on Quality and Compliance and Education Health Care Plans (EHCPs) and does not affect the right to request an EHCP, nor the right to have one if needed. For those young people who currently have an EHCP, these will continue to be reviewed on an annual basis as per statutory requirements. This way of working helps to identify and secure support flexibly to make sure that young people can have their needs met in the most appropriate way.

### **What's already happened?**

Whilst the implementation phase of the cluster work is new, significant work over time has already occurred to reach this point. The overview of this is the Schools Forum and the Local Authority jointly commissioned a review; Review undertaken; Partnership task & finish group established; Pathfinder cluster in place; leading to Cabinet decision in July 2024 to implement recommendations.

In April 2023, the Schools Forum and Local Authority recognised the challenges in the system and jointly commissioned a review of mainstream high needs funding. This review was undertaken by a consultant, Peter Gray an acknowledged expert in this field, who brought with him his previous experience as well as knowledge from other Local Authorities.

This review and analysis of SEND provision in Kirklees at the time, helped to identify the opportunities for systemic change that could enable improve SEND provision for young people in Kirklees. The recommendations from the review were for Kirklees to explore a new mainstream SEND funding model that is based on the concepts of “predictable and exceptional need”. This is the level of need that is a predictable part of school cohorts and is best funded at school level rather than individually. The purpose of this is to enable a more consistent mainstream offer, with more capacity/flexibility to meet children's needs, resulting in less demand further up the system.

The outcomes of the review were presented to school leaders, SENDCOs, parent and carers and it was agreed to establish a ‘task and finish group’ with representatives from across the system to adapt and devise a bespoke model of cluster working for Kirklees. Several key principles of a good funding system, and also cluster working in Kirklees, were identified as described earlier in this report. Contact was made with other local authorities who had already implemented cluster working in order to understand their approaches and learn lessons.

As well as co-designing the recommended model, officers attended Schools Forum, Primary, Secondary and Special School Heads meetings, Education and Learning Partnership Board and SENDCo Network. Sessions for schools were held in Huddersfield, Dewsbury and online to present the proposed model and senior managers also regularly engaged with PCAN.

The approach built upon existing strengths and 17 Clusters were created. A geographical approach was taken to ensure that both the place-based support afforded by this organisation and the continuity for children provided as they move between schools at points of transition operated within the best interests of the children and families.

A pathfinder cluster was established in April 2024. This consisted of a group of school SENDCOs, a ‘Cluster Lead’ (SENDCo from a school within the cluster), and a ‘Team around the Cluster’ of professionals including Educational Psychologists, Early Help Consultants, Specialist Outreach, and a team leader from the SEND Assessment and Commissioning Team (now known as the EHCP Team). This cluster began to put the principles and structures of cluster working into practise and the learning from this continued to define and develop the model which then informed recommendations to Cabinet who endorsed the approach in July last year.

Each cluster was visited in May 2024 to provide updated information to school leaders (Headteachers and SENDCOs) and to define a more specific structure around the cluster working model, including recruiting a Cluster Lead for each cluster.

Cluster Leads were appointed in the summer term of 2023-24 and cluster meetings commenced in September 2024. Cluster Leads have been supported in their role through half termly Cluster Lead meetings and additional training sessions, as well as a Cluster Handbook.

The size of the challenge was noted and the need for capacity to support and drive change was identified. An investment for success was made and 2 Area Cluster (Strategic) Leads were appointed and commenced work in November 2024. Their previous experience working as teachers in leadership positions (including SENDCo) supports them in having oversight, building key relationships and working on the strategic development and implementation of cluster working.

All clusters have now had at least 3 meetings, focussing on developing good working relationships, creating an environment that enables open discussion and building an understanding of their community and the common needs within it. Meetings provide an opportunity to think differently; present and discuss individual; group and whole school cases; as well as sharing advice and good practice to support each other in identifying opportunities to better meet need at the earliest possible point. Some clusters have allocated funding to cases, resources or training opportunities and there is good evidence of clusters demonstrating a clear ability to build and strengthen SEND capacity in mainstream schools.

There is a recognition that communication is a challenge and it is vital that a range of key stakeholders are engaged, involved and help to drive progress. To further support clusters, a range of communication methods are being used to help ensure information is received by the range of key stakeholders. Further information can be found later in this document.

### **Initial impacts**

The absolute commitment of partners such as cluster leads and SENDCos has been pivotal to progress so far. They are invested in developing inclusion in mainstream schools and improving SEND provision for young people across Kirklees and their efforts should be noted.

SENDCos have expressed the benefits of attending cluster meetings. This includes receiving the advice and support that is shared in the course of case discussions and have benefitted from the guidance both where they are, and where they are not, specifically about their school or one of their pupils. A number of Cluster Leads have voiced how cluster working has enabled schools to identify a variety of next steps and solutions to support young people. It is acknowledged that creative solutions can be found without the need for additional funding.

There has been a strong focus on structured solution focused discussions and Cluster Leads have attended training delivered by the Educational Psychology team to develop and support this. This has enabled SENCOS and members of the Team Around the Cluster to take a more considered and objective approach to finding solutions to support young people in mainstream schools. This has also supported the work on embedding the Graduated Approach .The graduated approach for Special Educational Needs and Disabilities is a systematic method used by schools to identify and meet the needs of children with SEND. This approach follows a continuous four-part cycle: Assess, Plan, Do, Review - [The Graduated Approach - Assess, Plan, Do, Review | Graduated Approach | Kirklees SEND Local Offer](#)) and become a real strength of cluster working.

Clusters have started to identify common themes and training needs that can be addressed more effectively and efficiently as a cluster group and have started to discuss or implement approaches that can build capacity across all their schools.

Kirklees is at the early stages of implementing the cluster approach, but already some good news stories are emerging.

### Example 1

What was the presenting situation?

A school brought to the cluster meeting the case of a student who had experienced a challenging home life and was subsequently experiencing difficulties with their mental health. The school were unsure how best to support the pupil (and the staff working with them) or where to go for more specific advice and support. The student's grades were beginning to suffer and, as a very able pupil with high expectations of their own achievement as well as high expectations from family members, this was adding to the complexity and challenge of their negative feelings. The pupil was reluctant to engage in specific counselling or therapy but had close, trusting relationships with some key members of staff who were keen to, but not always available to, support when required.

What happened?

The cluster were able to ask questions which enabled a better understanding of the needs of the young person and the current situation, including what life was now like for them at home.

The SENDCos and Team Around the Cluster were able to recommend a range of agencies, websites and resources to support the school in developing their understanding and support structures that might support the young person. They also suggested strategies that might support the pupil to manage the challenges they face, including difficult feelings around academic attainment.

What difference did it make?

The school left the meeting with a clear action plan and a number of resources to investigate. The case will be reviewed at the next meeting and additional guidance given based on the progress so far.

### Example 2

What was the presenting issue?

A group of schools, through discussion of several cases brought to the cluster meeting, identified that they would all benefit from training in the social intervention 'Circle of Friends'.

What happened?

As a result, it was agreed that the training would be delivered to the cluster as a whole by the Educational Psychologist through the Kirklees Keep in Mind offer. One school has been able to provide a space for the training to take place and all schools, including the high school, selected 2-3 members of staff to attend the training during the school day. During a cluster meeting, 4 desired outcomes of the training were identified and these were 'scaled' in terms of each school's current practise.

What difference did it make?

The training will take place during the Spring Term and will be evaluated during a cluster meeting in the Summer Term.

The training has had no cost attached but will build capacity in all cluster schools, have a positive impact on many children, improve the schools' mainstream provision. It will also provide a shared understanding of the provision and expectation that the intervention will be used by the schools to support pupils throughout their educational journey.

### Example 3

What was the presenting issue?

A primary school brought to the cluster meeting the case of a child with complex communication and interaction needs, working below age related expectations in Reading, Writing and Maths.

What happened?

There was a recognition from the school that the pupil had the potential to achieve more with the right provision and structures around them. The school had put a lot of support in place already and the child was described as being happy at school, but they were aware that there was more that they could be doing to enable the child to work more independently, make better academic progress and develop their social interactions. They just weren't sure exactly what, or in what order, to try.

What difference did it make?

As a result of the case discussion, the child's situation both at home and school was better understood and a range of suggestions for the school were made, including some short term and longer-term actions. The SENDCo described that they 'knew we weren't there yet, but weren't sure where to go next' but, following the advice and support received they left 'skipping out of the meeting' excited to go and implement the cluster's advice and support.

### Example 4

What was the presenting situation?

A cluster identified during a meeting that all schools within the cluster needed additional support and resources to address speech and language needs for multiple students.

What happened?

The cluster were informed of a speech and language programme that had been used successfully by other schools called 'See and Learn'. The cluster agreed to purchase the resources as a group and plan to support each other with the use and implementation of the resources and recommended strategies.

What difference did it make?

This approach has supported all schools within the cluster to address a speech and language gap in provision and build capacity in their schools for this area of need. As the cluster model has review points for cases discussed there will be opportunities for peer support and challenge in the way the schools use and deliver the resources. As all the schools will have used the resources, they will all have a good understanding of how the programme works and be able to help each other to get the most out of this investment.

### **Example of key feedback received**

It is noted that some sessions have been quite challenging and that, as with any new group/approach, the natural forming, norming and storming stages would, and have, been occurring.

- *'I'll be honest there are not many things that impress me anymore, but I'll tell you what - it was superb'.*
- *'The preparation/way it was chaired/and the preparation that had gone into present cases'.*
- *'Education are doing a superb job. Covered every base. Really impressed.'*
- *'Attended first cluster today. Group of SENCo's have been meeting like this over years and had good relationships, but felt this has strengthened with 'team around the cluster'.*
- *'Sharing of good practice across SENCo's has been good'. Offer made to other SENCos to see what it 'looks like/come & have a look at how we do things in our school (so much has happened in isolation)'*
- *'It's been quite positive'; 'Just had our cluster meeting and found we didn't talk about money at all. SENDACT rep was great and it was all about finding solutions from the start. Looking back at the issues, money wouldn't have solved the problems';*

### **Cluster Leads:**

- *'Good support from the Area Lead. If you have an issue she is very quick to respond and help.'*
- *'Having Anna available has been a huge help to me, she is doing an amazing job'*

Cluster Leads were asked to provide feedback in relation to cluster working in general:

- *'Some excellent sharing of ideas/resources/guidance during the cluster meeting'*
- *'Sharing of knowledge to support our young people. A whole team approach'*
- *'The solution focussed approach when discussing cases'*
- *'Sharing good practice within our cluster'*
- *'The opportunities to come together in a supportive capacity'.*
- *'The creative use of what is available, rather than a focus on what is not'*
- *'Great conversations around good practise in terms of transition, starting earlier and taking guidance from high school about what would support (in their view) in terms of transition'*
- *'Shared training needs identified, and training now planned as a cluster'*
- *'Support and good advice and guidance from the Educational Psychologist and Team Around the Cluster'*

## Challenges

### Communication

In order to deliver the change needed, systemic change is required. This means a significant number of people are involved across a range of different organisations which increases the challenges relating to communication. One example of this is the need to communicate progress in a timely and appropriate manner at various stages.

A range of mitigation is in place, but we understand there are still opportunities to further improve. A strategic 'waterfall' approach to communication has been undertaken, starting with critical stakeholders. It is acknowledged and understood that this provides challenges with ensuring consistency once messages are relayed so further efforts are being made to support stakeholders in this area. Examples include, but are not limited to, FAQs have/are being developed and 2 way channels have been created and are being strengthened which includes feedback forms; Meeting with Kirklees Primary, Secondary Heads, Governors and School Business Managers; Area Strategic Leads already meet with Cluster leads, SENDConet; Clusters feature in new SENDCo training and head teacher induction. Review meetings are also planned to identify challenges and opportunities.

### Capacity

There are 2 key elements of this challenge:

- a. As the system often requires partners to work at a fast pace, work can often result in a lack of time and space to fully explore and understand the issue, which can limit the options and opportunities considered.

The approach taken within clusters provides space and time to understand the range of specific issues for the individual child, peer challenge, professional support with different perspectives, encourages innovation/finding best practice leading to improved/bespoke solutions.

- b. Capacity for change – there is an understanding of the multiple pressures within the system including time.

This has led to a focus on ensuring sustainable change and an approach of evolution, not revolution and that how partners work together is vital. Each phase of the work features a review stage to enable lessons to be learned, challenges acknowledged along with success, and for the next phase to be planned with capacity in view.

### Interdependencies

Due to the number of partners involved in cluster working, as well as in SEND in general across Kirklees, for clusters to succeed and reach its full potential, all parties need to commit to the process and play their part. Challenges relating to capacity exist for a number of partners. We have looked to mitigate this by investing in capacity e.g. paid release time 1 day a week for Cluster Leads. This supports schools' quality CPD and a network of support enabling us as a system to meet need and respond to emerging needs. It is recognised that committing time and resources to cluster working is the most efficient use of the partnership resources. The delivery of advice and guidance to multiple

schools at cluster meetings has a wider impact than individual partners working with each school directly.

The national challenges in relation to SEND and in education means that schools are already under a great deal of pressure and can struggle with capacity in both time and resources. These ongoing pressures could impact on each school's ability to engage with clusters. Kirklees recognise the importance of continuing to support schools to overcome these challenges and to contribute to finding solutions.

The graduated approach is a key focus of clusters to improve the quality of mainstream SEND education and provision. Kirklees recognise the ongoing need to continue its work with schools in relation to the graduated approach and to support and drive forward the implementation of this work to provide the best possible outcomes for children and young people. Quality and consistency of the implementation of the graduated approach is key to achieving equity of provision, inclusivity, building capacity and achieving culture change in mainstream schools. This is a key focus of cluster working.

### **What's next?**

Kirklees recognise that fresh and new approaches to SEND, including funding and improving the quality of mainstream SEND provision, are crucial to improve outcomes for young people across Kirklees and ensuring a sustainable future.

To make this happen, a considered approach is being taken. Reviews have been built in to ensure we understand what's working well, where are the challenges and how we will jointly move forward.

As part of this, some key themes will be consistent e.g. communication, embedding of the graduated approach and quality assurance. We will continue to look outside Kirklees in order to identify innovation, learning and opportunities.

## **3. Implications for the Council**

### **3.1 Council Plan**

The work described fully supports, and is featured in, the Council plan.

### **3.2 Financial Implications**

Funding has been enabled to support cluster working. We have issued a financial statement to each cluster to show transparently on where schools budgets and High Needs funding is being spent.

The Council is currently involved in the High Needs Block Safety Valve Programme and has been successful in securing £33.5m of revenue funding and £8.2m of capital funding. This proposal supports the ambitions of the Programme.

As noted, £16m or 21% of overall spend from the High Needs Block was attributable to mainstream top ups for EHC plans in 2023/24, supporting 1600 pupils. For the new model, we have done detailed work to look at how this funding is currently distributed across each proposed cluster, alongside the notional funding already in school budgets and delegated elements agreed as part of the top up funding review that was subject of the March 2021 Cabinet Decision. This provides the basis for funding the cluster working.

Over time, it is anticipated that by resourcing support at the earliest opportunity from within a cluster budget would enable a more sustainable system. To be clear, this proposal does not include children being educated in one of our Additionally Resourced Provisions (ARPs) as this is financed separately and in addition.

### **3.3 Legal Implications**

The work supports our legislative requirements, including timeliness of response.

### **3.8 Other (e.g. Risk, Integrated Impact Assessment or Human Resources)**

Key risks include:

- a. Sufficiency of SEND provision. Failure to meet the needs of the SEND community, due to increases in demand and complexity of need, insufficient capacity within services/partnership and a lack of existing local provision leading to missing statutory deadlines and associated financial and reputational consequences.
- b. Safety valve commitments not delivered leading to negative impact on Service users, non-receipt of significant finances and reputational damage.
- c. System ownership and engagement within services/partners is not achieved. Partners do not prioritise the project which means work not undertaken and outputs/outcomes not achieved.

Addressing inequalities is at the very heart of the programme and is a core ethic. Integrated Impact Assessments have been undertaken on specific elements of the programme to ensure opportunities are in view and there are no accidental adverse implications.

## **4. Consultation/Engagement**

As confirmed already in this report, the SEND programme has co-production and engagement as a core value and approach. Young people, Parent and Carer Forum (PCAN), Health and Schools have been integral to creating and implementing strategic approaches. For example, as outlined above, schools and PCAN have been integral to creating the Kirklees 'Cluster' approach; and young people/partners including PCAN have coproduced our 'Big Plan'.

Engagement with our Schools is crucial, and to support this, Schools Forum and our Education and Learning Partnership Board are key partners to enable support and challenge regarding spend on our High Needs Block.

## **5. Options**

### **5.1 Options considered**

The SEND programme constantly scans the national picture for innovation and opportunities.

This intelligence is further supported by the DfE via the recently completed Written Statement of Action quarterly meetings.

It is noted the intelligence from the above sources, and the DfE via the Safety Valve agreement, has confirmed there are currently no areas of innovation that Kirklees has not considered or is not already implementing.

Kirklees has also been recognised as being leaders/a source of best practice e.g. receiving national recognition at awards and being invited to share with other Local Authorities our learning and approach. However, Kirklees will still continue to search for innovation opportunities to make a difference for and with the people of Kirklees.

## **5.2 Reasons for recommended option**

The SEND programme is complex, extensive and has a range of projects at various stages of maturity. Cluster working is critical project to Kirklees ambition. The Children's Scrutiny Panel have had the opportunity to observe the SEND Transformation and Commissioning Group, further oversight by scrutiny would provide added value.

The recommendation is that the report is noted and Scrutiny support is requested moving forward on delivering cultural change including Cluster working.

## **6. Next steps and timelines**

Scrutiny feedback received and incorporated into planning.

## **7. Contact officer**

Jo-Anne Sanders Service Director – Learning and Early Support  
[Jo-Anne.Sanders@kirklees.gov.uk](mailto:Jo-Anne.Sanders@kirklees.gov.uk)

## **8. Background Papers and History of Decisions**

[SEND - The Big Plan! | How we plan for SEND | Kirklees SEND Local Offer \(kirkleeslocaloffer.org.uk\)](#)

## **9. Appendices**

Appendix 1 – SEND programme governance

## **10. Service Director responsible**

Jo-Anne Sanders Service Director – Learning and Early Support.  
[Jo-Anne.Sanders@kirklees.gov.uk](mailto:Jo-Anne.Sanders@kirklees.gov.uk)

# SEND Programme Governance

