

# All Means All Inclusion Strategy

For children and young people with  
special educational needs and  
disabilities

2027–2029



## Foreword

Welcome to Wolverhampton's Special Educational Needs and Disabilities (SEND) Strategy for children and young people aged 0 to 25. As a local area partnership, we remain ambitious for all children and young people, including those with SEND, and are committed to ensuring that they are supported to achieve, belong and thrive within their local communities.

We are determined that children and young people with SEND, including neurodiversity, health needs and social care needs, live in an inclusive city where they and their families can access the right support, at the right time, as close to home as possible. We want every child and young person to feel welcomed, accepted, safe, heard, understood, connected, supported, cared for, involved, valued, respected and happy.

This strategy sets out our shared vision and priorities for 2027 to 2029. It builds on the progress made through the 2024 to 2027 SEND and Inclusion Strategy and reflects the next stage of Wolverhampton's journey to strengthen inclusion, improve access to specialist support and create a more consistent and sustainable local system. It is underpinned by the All Means All Inclusion Charter and delivered through the All Means All Inclusion Plan, which together set out how we will work across education, health, social care, voluntary and community partners, children, young people and families to deliver SEND reform locally.

The SEND and Inclusion Partnership Board brings together senior leaders and representatives from across the local area to provide shared leadership, challenge and accountability. Through this partnership, we will continue to make sure that the strategy is owned by all organisations and stakeholder groups involved in supporting children and young people with SEND, and that improvement is driven by evidence, lived experience and a clear understanding of what matters most to families.

This strategy has been shaped through co-production and partnership working. Children, young people, parent carers, education settings, health partners, social care, voluntary and community organisations and wider local authority services have all helped to inform the priorities and the way they will be delivered. We will continue to review progress regularly so that we remain focused on improving outcomes, reducing barriers and strengthening confidence in local support.

We would like to thank everyone who has contributed to the development of this strategy and everyone who will play a part in delivering it. By working together, we can build on Wolverhampton's strengths and create a more inclusive city where all children and young people with SEND are supported to achieve their aspirations and lead happy, fulfilling lives.

## **Introduction**

Children and young people with Special Educational Needs and Disabilities (SEND) have the right to achieve, belong and thrive within their local communities.

Wolverhampton's local area partnership is committed to ensuring that children and young people with SEND, and their families, can access the right support at the right time, as close to home as possible, so that they are supported to achieve positive outcomes throughout childhood and into adulthood.

This SEND Strategy sets out our shared ambition and priorities for 2027 to 2029. It builds on the progress made through previous SEND and Inclusion Strategies and has been shaped by local evidence, partnership working, and the voices of children, young people, parent carers and professionals. It also responds to rising levels of need, increasing complexity and continued pressure across education, health and care services.

The strategy provides the overarching partnership framework for SEND across the city. It is supported by the All Means All Inclusion Plan, which acts as Wolverhampton's SEND Reform Plan and delivery plan for implementing SEND reforms and driving system-wide improvement. Together, they set out how Wolverhampton will strengthen inclusion, improve access to specialist support and create a more consistent, sustainable and accountable SEND system.

While the All Means All Inclusion Plan provides the delivery framework for SEND reform, this strategy also recognises that important SEND improvement activity sits outside the formal reform programme. This includes statutory SEND processes, Education, Health and Care Plan timeliness, annual reviews, amendment processes, complaints, mediation and tribunal learning, quality assurance findings, audit recommendations and wider practice improvement activity. These areas are critical to improving children's, young people's and families' experiences of the SEND system and will continue to be governed, monitored and reported through appropriate SEND improvement and compliance arrangements.

## **National, Regional and Local Context**

### **National Context**

Across England, the SEND system continues to experience rising levels of demand, increasing complexity of need and growing pressure on education, health and care services. National policy is seeking to respond to these challenges through reforms to the schools and SEND systems, including the Government's Every Child Achieving and Thriving white paper and the SEND reform proposals set out in SEND reform: putting children and young people first. Together, these set a direction of travel focused on earlier and fairer support, stronger inclusion, improved outcomes and a more consistent and sustainable SEND system.

National reforms place a stronger emphasis on high-quality inclusive practice in mainstream settings, clear universal and targeted support, access to specialist expertise, preparation for adulthood and strengthened partnership working across education, health and care. The developing Experts at Hand model also reflects this direction, bringing specialist education and health expertise closer to mainstream settings so that needs can be identified and supported earlier, while continuing to sit alongside existing statutory duties and Education, Health and Care Plan processes.

Wolverhampton's approach closely aligns with this national direction. Through the All Means All Inclusion Charter and All Means All Inclusion Plan, the city is already working to strengthen inclusive practice, improve access to specialist expertise, support earlier intervention and build local capacity so that more children and young people can achieve, belong and thrive within their local communities. As national policy, legislation, guidance and implementation arrangements continue to develop, Wolverhampton will keep its local plans under review to ensure they remain aligned with national expectations and responsive to local need.

## **Regional Context**

Wolverhampton works with partners across the Black Country to respond to shared opportunities and challenges, including increasing demand for SEND support, workforce pressures, health inequalities and the need to strengthen inclusion across mainstream services. The Black Country Integrated Care System brings together NHS commissioners and providers, local authorities and other partners to plan and deliver joined-up services, creating opportunities to share learning, develop more consistent approaches and improve outcomes for children and young people, including those with SEND.

Within Wolverhampton, the OneWolverhampton Place Partnership brings together health, social care, education, voluntary and community sector partners to improve outcomes for local people and reduce inequalities. This provides an important foundation for strengthening integrated working around children and young people with SEND, supporting earlier identification of need, coordinated planning and more joined-up support across education, health and care services.

NHS Black Country Integrated Care Board, working as part of the Birmingham, Black Country and Solihull ICB Cluster, has an important role in supporting the health elements of the SEND system, working with local authorities and partners to understand local needs, identify gaps in provision and support the development of integrated pathways and services. Locally, joint commissioning arrangements bring education, health and social care partners together to align planning, resources and priorities, helping to ensure children and young people receive coordinated support that meets their needs.

The wider West Midlands context is also relevant to Wolverhampton's ambitions for children and young people with SEND. Regional priorities relating to inclusive growth, skills, employment, health improvement and reducing inequalities align

closely with local ambitions to improve preparation for adulthood, increase participation in education and employment, promote independent living and strengthen community inclusion. As wider devolution arrangements continue to evolve, there may be opportunities to further align education, health, skills, employment and family support services where this helps improve outcomes for children, young people and families.

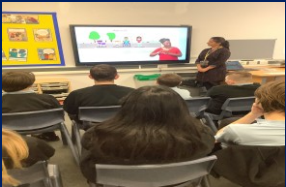
## **Local Context**

Wolverhampton has made good progress through the SEND and Inclusion Strategy 2024-2027, strengthening partnership working, co-production and inclusion across the city. This progress provides an important foundation for the next stage of local SEND reform and improvement.

The next stage of Wolverhampton's SEND journey is focused on strengthening inclusion, improving access to specialist support and ensuring children and young people can receive the right help as early and as locally as possible. This is particularly important as demand continues to rise and children's and young people's needs become more complex.

The All Means All Inclusion Plan, informed by the Local Partnership Maturity Assessment, self-evaluation, co-production and local needs analysis, provides the delivery framework for this next stage. It sets out how partners will work together to embed inclusion as everyone's responsibility and drive improvement across education, health, social care and wider support. The following section summarises the key developments delivered through the 2024-2027 SEND and Inclusion Strategy, which provide the foundation for this next phase of local SEND reform and improvement.

## Our Journey So Far (2024-2027)

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| <p>The 2024-2027 strategy has provided a strong foundation for the next phase of SEND reform. Key developments have strengthened co-production, improved access to information and support, and helped embed inclusion as a shared partnership commitment.</p>  <p><b>SEND Local Offer</b></p> |  <p><b>Cherry Street SEND and Sensory Hub</b></p>                   |  <p><b>All Means All Inclusion Charter</b></p>                      |  <p><b>SEND Wolves Forum</b></p> |  <p><b>HY5! Youth Forum</b></p>                                              |  <p><b>SEND Training and Development Offer</b></p> |
| <p>Wolverhampton launched a new SEND Local Offer website, bringing together information, support, services</p>                                                                                                                                                                                                                                                                   | <p>The Cherry Street SEND and Sensory Hub was launched as a new SEND Centre of Excellence, bringing education, health, social care and community</p> | <p>The All Means All Inclusion Charter was launched as Wolverhampton's shared commitment to creating a more inclusive city for children and young</p> | <p>SEND Wolves Forum, Wolverhampton's new parent carer forum, was successfully launched to ensure</p>               | <p>Wolverhampton's HY5! Youth Forum continued to strengthen the voice of children and young people with SEND in shaping local services and support. Working</p> | <p>A new SEND Training and Development Offer was launched, bringing together a coordinated programme of</p>                           |

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| <p>and opportunities for children and young people with SEND and their families in one accessible place. Co-produced with children, young people, parent carers and professionals, the website was developed in response to feedback that information could be difficult to find and navigate. Supported by a city-wide communications campaign, the new platform has improved access to education, health, social care and community information, strengthened communication with families and</p> | <p>services together under one roof to provide coordinated support for children and young people with SEND and their families. Developed through partnership working over eight months, the Hub provides a permanent, accessible base for SEND Early Identification and Support, Information, Advice and Support Service (IASS), specialist health services, family support, voluntary sector provision and community groups. The Hub has strengthened access to advice, support and activities locally, helping families access the right support at the right time while increasing opportunities for</p> | <p>people. Co-produced with children, young people, families and professionals, the charter sets out a shared definition of inclusion and reflects what children and young people said helps them feel valued, supported and included. The launch brought together more than 90 school leaders, Special Educational Needs Co-ordinators (SENCOs) and professionals at the Education Inclusion Summit and marked a significant step towards embedding inclusive practice across education, health and care services. A programme of resources, workforce development and implementation activity is now supporting the charter</p> | <p>that parents and carers of children and young people with SEND have a stronger voice in shaping local services and support. Led by parent carers, the forum provides representation within strategic SEND partnership discussions while also creating opportunities for families to share experiences, access information and build supportive networks. The launch marked an important step in strengthening co-production across the local area, ensuring that the lived experiences of children, young people and families</p> | <p>in partnership with the SEND and Inclusion Partnership Board, HY5! influenced improvements to the Local Offer, contributed to the development of Early Help services and post-16 pathways, created new resources for families, and delivered Inspiring Change training to more than 60 professionals across education, health and social care. The group also played an active role in regional and national initiatives, including Government consultations and the co-production of the national Youth Voice Manifesto. Their achievements gained national recognition in 2026 when HY5! was shortlisted for the Excellence in Co-Production Award at</p> | <p>learning opportunities for professionals across education, health, social care and community services. Developed collaboratively across SEND services, Educational Psychology and Education Excellence, the programme provides a clear and accessible route to SEND professional development, helping to build confidence, strengthen inclusive practice and support earlier identification and intervention. The training offer forms part of a wider partnership commitment to</p> |
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| provides an ongoing mechanism for feedback through its "You Said, We Did" approach. | collaboration across services. | to be embedded across the city. | are at the heart of decision-making and service development. | the SEND Awards, highlighting Wolverhampton's commitment to ensuring children and young people are at the heart of decision-making. | developing a skilled, confident workforce that can better meet the needs of children and young people with SEND. |
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## **Understanding Local Need**

Understanding local need is central to shaping Wolverhampton's SEND priorities. Local data, quality assurance, feedback from children, young people and families, and partnership self-evaluation all show that demand for SEND support continues to increase across SEN Support and Education, Health and Care Plans (EHCPs), reflecting national trends and increasing complexity of need.

Most children and young people with SEND in Wolverhampton are educated and supported within mainstream settings. The future sustainability of the SEND system therefore depends on strengthening inclusion, building workforce confidence and ensuring support is available earlier, more consistently and closer to home.

The largest areas of identified need are Speech, Language and Communication Needs, Autism Spectrum Disorder and Social, Emotional and Mental Health needs. These needs are experienced by children and young people across all phases of education and require a coordinated response from education, health, social care, early help and wider community partners.

This evidence reinforces the importance of strong inclusive practice across all education settings. While some children and young people require specialist support or specialist provision, many needs can be met well through effective SEN Support, the graduated approach, timely advice and consistent partnership working with families.

Feedback from children, young people and families highlights the importance of clear information, timely support, joined-up services and opportunities to remain connected to local communities, friendships and opportunities. This means strengthening local sufficiency, access to specialist advice, preparation for adulthood and pathways that support children and young people from early years through to post-16 and adulthood.

The combination of increasing demand, changing patterns of need, pressures on specialist services and feedback from families reinforces the need for a sustainable and inclusive SEND system. This strategy therefore focuses on strengthening inclusion across education settings, improving access to specialist support and local placements, and embedding inclusive culture and behaviours across the whole partnership.

## **Our Commitment to Inclusion: All Means All**

At the heart of this strategy is Wolverhampton's All Means All Inclusion Charter, which sets out the city's shared understanding of inclusion and the commitments we make to children, young people and families.

# All means All

Our City of Wolverhampton definition of inclusion

In Wolverhampton we believe in inclusion. This means that we value and celebrate diversity, difference and individuality. Being inclusive in Wolverhampton means listening and learning from each other, so we can keep adapting and improving how we work together and what we do. We act in a way that removes barriers and shows that we have high aspirations for every child, young person, and their family. We are committed to making sure everyone can take part, feel safe and included, be healthy, and access support when needed so that children and young people can belong, achieve and thrive.



To support the inclusion of all children and young people, the workforce commits to:

- **Co-production** – building strong, trusting relationships by working together in equal partnership, actively listening and learning from each other.
- **Strengths based approaches** – being aspirational by focusing on what individuals can do, their interests, and what they can achieve with the right support.
- **Building belonging** – celebrating diversity and difference, ensuring everyone feels welcome and safe, and providing fair access to opportunities and support.

By working together to support inclusion, children and young people will have:



Good health and wellbeing.  
Feel valued and live happy and healthy lives.



Friends, relationships and be part of their community.  
Feel safe, that they belong, and can share ordinary spaces.



Lifelong learning and employment opportunities.  
Feel that their talents are recognised and contribute to their community.



Opportunities to maximise their independence.  
Feel that they have a voice and choice in their future.

The Charter was co-produced with children and young people, parent carers, school leaders, SEND and Inclusion Service teams, SEND and education leaders, health partners and social care partners. It reflects what children and young people say matters most when they feel included: being welcomed, accepted, safe, heard, understood, connected, supported, cared for, involved, valued, respected and happy.

Inclusion is not simply about where a child or young person is educated or whether they receive a particular service. It is about how we think, how we behave and how we work together at every stage of a child or young person's journey from birth into adulthood. It applies to everyone who works with, supports, teaches, cares for, commissions or makes decisions about children and young people across education, health, social care, voluntary and community services. It means valuing and celebrating diversity, difference and individuality; removing barriers; maintaining high aspirations; and ensuring that every child and young person can participate, belong, achieve and thrive.

This strategy seeks to embed the principles of the All Means All Inclusion Charter across all services and settings working with children and young people from birth into adulthood. This includes education settings such as early years providers, schools, colleges, training providers and other post-16 settings, alongside health, social care, voluntary and community services, and wider partnership organisations. The Charter provides the foundation for the strategy, while the All Means All Inclusion Plan provides the detailed reform delivery framework.

## Co-production

Co-production is central to how Wolverhampton develops, delivers and reviews support for children and young people with SEND. We are committed to working with children, young people, parent carers, education settings, health partners, social

care, voluntary and community sector organisations and wider local authority services as equal partners in shaping the SEND system.

Our approach is guided by the Wolverhampton Co-production Charter, the SEND and Inclusion Strategy, the All Means All Inclusion Charter and our local “Working Well Together” principles. These set out clear expectations for trust, shared understanding, equal partnership, creative thinking and accessible communication. They also reinforce that co-production is not a one-off consultation exercise, but an ongoing way of working that helps ensure decisions are informed by lived experience, professional expertise and local evidence.

The All Means All Inclusion Charter has already provided an important foundation for this work. It reflects the voices of children, young people, parent carers and partners, and sets out the shared values that will guide how inclusion is understood and embedded across the wider SEND system.

The priorities in this strategy have also been informed by the All Means All Inclusion Plan and the refreshed Local Partnership Maturity Assessment. The maturity assessment helped the partnership to understand where the local system is working well and where further improvement is needed. It identified strengths in multi-agency leadership, governance and strategic co-production, while also highlighting the need to strengthen early intervention, mainstream confidence and consistency across the system.

This evidence has helped shape the three strategic priorities for 2027 to 2029. These priorities focus on strengthening inclusion across education settings, improving access to specialist support and local placements, and embedding inclusive culture and behaviours. They provide a clear link between what children, young people and families have told us, what partners know from practice and data, and what the All Means All Inclusion Plan requires us to deliver over the next three years.

Co-production will continue throughout delivery of the strategy. Children, young people and families will be involved through participation activity, representative forums, working groups, consultation activity, feedback mechanisms and “You Said, We Did” reporting. Parent carers and young people will continue to shape priorities, co-design pathways, provide lived experience insight and influence improvement activity through the SEND and Inclusion Partnership Board, reform workstreams and task and finish groups.

By embedding co-production into governance, planning, delivery and review, Wolverhampton will ensure that the SEND Strategy remains grounded in real experiences and shared accountability. This will help build trust, improve transparency and support a more inclusive, consistent and sustainable SEND system.

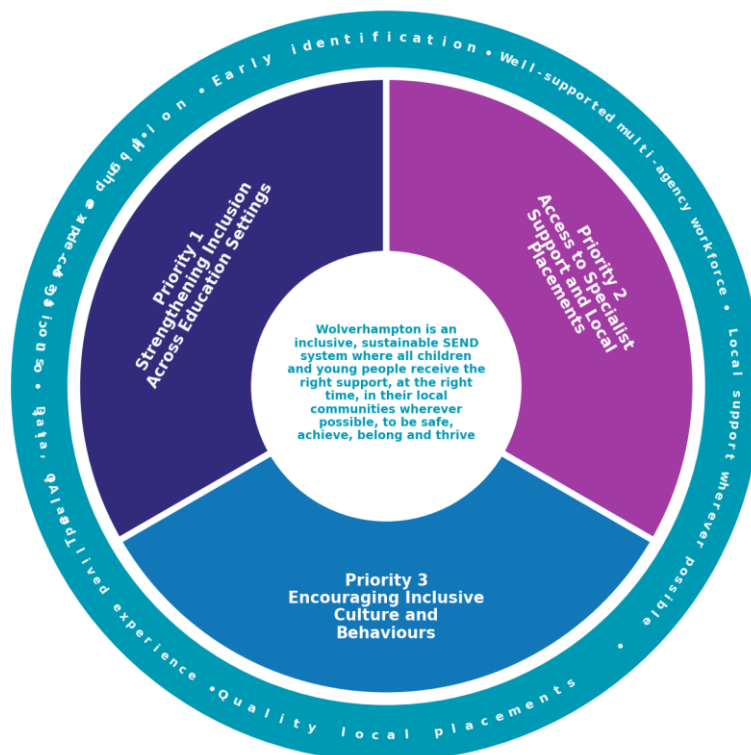
## **Our Vision and Strategic Goals**

Our vision is an inclusive, sustainable SEND system where children and young people receive the right support, at the right time, in their local communities

wherever possible, so they are safe, supported to achieve, able to belong and prepared to thrive into adulthood.

To deliver this vision, the partnership will focus on three strategic goals:

- strengthening inclusion so that more children and young people have their needs identified and met earlier in education settings
- improving access to specialist advice, support and local provision when children and young people need more targeted or specialist help
- embedding inclusive culture and behaviours across the partnership so that children, young people and families experience services that are joined-up, respectful and easier to navigate



Wolverhampton SEND Strategy 2027-2029

These goals are shaped by the All Means All Inclusion Charter and local evidence of need and will be delivered through the detailed priorities set out in the All Means All Inclusion Plan.

### Strategic Priorities 2027 to 2029

The strategy is built around three priority areas from the All Means All Inclusion Plan.

These priorities provide a bridge between the All Means All Inclusion Charter and the practical delivery of SEND reforms. They will be delivered through partnership governance, workstream plans and shared accountability arrangements, ensuring

that strategic commitments translate into practical action and measurable improvement.

### **Priority 1: Strengthening Inclusion Across Education Settings**

We will support early years settings, schools, further education and post-16 providers to identify and meet needs earlier through consistent inclusive practice, a clear Universal Offer and Graduated Response, and a confident workforce.

Learning from the parental Education, Health and Care Needs Assessment request pilot will also inform this priority. The pilot has highlighted the importance of clear communication with families, stronger understanding of the graduated approach, better use of targeted support before statutory assessment, and more consistent conversations between schools and parent carers about the most appropriate support pathway for each child or young person.

We will:

- Strengthen the Universal Offer and Graduated Response across early years, schools and post-16 settings.
- Improve workforce confidence, knowledge and capability in inclusive practice.
- Promote earlier identification and intervention.
- Embed preparation for adulthood across the 0-25 pathway.
- Use quality assurance and lived experience to reduce variation and improve consistency.

What success will look like:

- More children and young people have needs identified and supported earlier.
- Greater consistency in SEN Support and inclusive practice.
- Improved attendance, engagement, progress and preparation for adulthood outcomes.
- Reduced unnecessary escalation where needs can be met through early and targeted support.

### **Priority 2: Access to Specialist Support and Local Placements**

We will ensure children and young people can access the right support, expertise and provision at the right time, with a stronger focus on local sufficiency, inclusion bases, specialist outreach and the Experts at Hand model.

The strategy will also be informed by diagnostic work on statutory SEND processes and specialist provision. This work is reviewing the flow, timeliness, decision-making, thresholds and case management within statutory pathways, alongside how specialist provision is used and whether current pathways align with children's and young people's needs. Findings from this work will help the partnership identify practical improvement actions, strengthen decision-making and ensure that children and young people access the right support and provision at the right time.

We will:

- Develop clear and equitable access routes to specialist advice and support.

- Implement and evaluate the Experts at Hand model, with whole-setting, group-based and targeted support.
- Strengthen local sufficiency planning, including inclusion bases and appropriate specialist provision.
- Improve data-led understanding of demand, capacity, waiting lists and placement pressures.
- Reduce reliance on high-cost and out-of-area placements where needs can be met locally.

What success will look like:

- More children and young people supported in local provision where appropriate.
- Improved access to specialist advice and timely support.
- Better understanding and management of demand and placement trends.
- More sustainable use of specialist and independent provision.

### **Priority 3: Embedding Inclusive Culture and Behaviours**

We will create a culture where inclusion is everyone's responsibility, leadership messages are consistent, co-production is embedded and children, young people and families experience support that is clearer, more joined-up and more respectful.

We will:

- Embed the All Means All Inclusion Charter across the system.
- Strengthen co-production with children, young people and families.
- Develop shared expectations for inclusive behaviours, leadership and decision-making.
- Use data, quality assurance and lived experience to support continuous improvement.
- Improve early resolution, confidence and trust in the SEND system.

What success will look like:

- Children, young people and families feel listened to, involved and valued.
- Inclusive behaviours are more consistently experienced across settings and services.
- Co-production visibly influences priorities, pathways and service design.
- Complaints, mediation and tribunal trends are used to understand where earlier resolution is needed.

### **Delivery, Governance, Accountability and Monitoring**

The strategy will be overseen through established SEND and Inclusion Partnership governance arrangements, aligned to the All Means All Inclusion Plan and wider Children's Services transformation arrangements. The SEND and Inclusion Partnership Board will provide strategic oversight, challenge and assurance,

ensuring that partners remain collectively accountable for delivery, impact and improvement. This will ensure that SEND reform delivery and wider local SEND improvement activity are connected, clearly governed and reported through the appropriate partnership routes.

The strategy will be delivered through detailed workstream plans, action plans, programme monitoring, risk and issue management, and regular performance reporting. Progress will be monitored through a shared outcomes framework aligned to the All Means All Inclusion Plan. Measures will be interpreted alongside qualitative evidence, quality assurance findings, co-production feedback and national benchmarking.

Children, young people and families will continue to shape delivery through co-production, participation activity, representative forums, feedback mechanisms and “You Said, We Did” reporting. Education settings, health partners, social care and voluntary and community sector partners will be involved in delivery, challenge and continuous improvement.

Reporting will focus on whether the strategy is improving outcomes and experiences for children and young people with SEND, strengthening confidence in local provision and supporting a more sustainable SEND system.

### **Measuring Success**

Success will be measured through a shared outcomes framework aligned to the All Means All Inclusion Plan, the SEND and Inclusion Partnership Board reporting cycle and wider partnership quality assurance arrangements. The focus will be on whether children, young people and families experience earlier help, clearer pathways, stronger inclusive practice, timely specialist advice, better local provision and more joined-up support.

The partnership will use a balanced range of evidence to understand progress. This will include performance data, statutory SEND reporting, quality assurance findings, case tracking, thematic reviews, commissioning and sufficiency dashboards, workforce information, complaints, mediation and tribunal learning, and feedback from children, young people, parent carers, education settings and partners. Measures will be developed and agreed through the data and accountability arrangements for the strategy. They will include indicators for impact, reach and evidence across the three strategic priorities, including:

- earlier identification and support, including the consistency and effectiveness of the Universal Offer and Graduated Response;
- access to timely specialist advice and support, including learning from the Experts at Hand model;
- statutory quality and timeliness, including Education, Health and Care Plan processes, annual reviews and moderation arrangements;

- local sufficiency, including inclusion bases, specialist provision, Alternative Provision and the use of independent or out-of-area placements;
- outcomes for children and young people, including attendance, engagement, progress, transitions and preparation for adulthood;
- co-production and feedback loops, including evidence that children, young people and parent carers have influenced decisions, pathways and service design;
- inclusive culture and workforce confidence, including the reach and impact of training, the All Means All Inclusion Charter and shared practice expectations;
- system learning, including how data, quality assurance, lived experience and complaints or tribunal learning are used to take corrective action.

Progress will not be judged by activity alone. The partnership will look at what has changed, where practice is becoming embedded, where variation remains and what action is being taken where delivery, capacity, quality or experience is not yet where it needs to be. Confidence ratings and data-quality commentary will be used where baselines, completeness or data maturity vary across partners.

Updates will be reported through the SEND and Inclusion Partnership Board and relevant reform workstreams, with clear links to risk management, commissioning decisions, workforce planning and future strategy reviews. Children, young people and families will be kept informed through accessible communication, Local Offer updates and visible “You Said, We Did/Are Doing” feedback.

## **Conclusion**

This strategy sets out Wolverhampton’s shared ambition for children and young people with SEND from 2027 to 2029. It builds on the progress already made through partnership working, co-production and the All Means All Inclusion Charter, and sets a clear direction for the next stage of local SEND reform and improvement.

Delivering this strategy will require continued commitment from education, health, social care, voluntary and community partners, children, young people and families. By working together, listening to lived experience and using evidence to understand what is improving and where further action is needed, Wolverhampton will continue to strengthen inclusion, improve access to support and build a more consistent, sustainable and accountable SEND system.

Our aim is that every child and young person with SEND is welcomed, understood, supported and able to achieve, belong and thrive within their local community.