

BCP Inclusion Support Partnership Model

Known nationally at 'Experts at Hand'

A New Way of Getting the Right Support at the Right Time

We know that every child and young person is different, and sometimes extra support is needed to help them learn, take part and thrive.

That is why **BCP Inclusion Support Partnership Model**, known nationally as **"Experts at Hand"**, is being introduced as part of the national SEND reforms.



What is the Inclusion Support Partnership?

The Inclusion Support Partnership helps early years settings, schools and colleges access advice and specialist expertise more quickly when they need support to meet the needs of children and young people.

By bringing professionals together, settings can access guidance, coaching, consultation and specialist advice earlier, helping them identify solutions and remove barriers to learning before challenges become bigger concerns.



Why is it being introduced?

The aim is to make it easier for education settings to get the right support at the right time.

By providing earlier access to advice and expertise, we want to strengthen inclusive practice, build staff confidence and ensure children and young people receive support as quickly as possible within their local setting.



What does it mean for my child?

For most families, there will be no change to how concerns are raised or how support is discussed with their child's school, college or early years setting.

What changes is that staff will have easier access to specialist advice and support when they need it. This means settings can work more closely with practitioners to identify effective strategies, improve inclusion and help children and young people feel supported, valued and able to achieve their potential.



What does not change?

The Inclusion Support Partnership does not replace SEND Support, Education, Health and Care Needs Assessments (EHCNAs), Education, Health and Care Plans (EHCPs), specialist services or any of the rights that children, young people and families already have under SEND legislation.

Schools and settings will continue to have the same legal responsibilities to identify and support children and young people with SEND, make reasonable adjustments and follow the graduated approach.

The Inclusion Support Partnership is an additional source of advice and support, not a replacement for existing services or statutory processes.



Included



Supported



Able to Thrive

Frequently Asked Questions

1. What is the BCP Inclusion Support Partnership?

The Inclusion Support Partnership is a new way of helping schools, colleges and early years settings get the right support more quickly for children and young people. It brings together experts from education, health and care services so that support can be put in place as early as possible.

The goal is simple: to help children and young people feel included, supported and able to thrive in their local setting.

The aim of this support model is to help as many children as possible by working with groups of children, whole settings, and local networks of schools and early years providers.

Most support is provided in ways that benefit a wider group of children rather than through one-to-one intervention. This helps build the skills, confidence, and capacity of staff so they can continue to support children effectively in their everyday environment.

In a small number of exceptional cases, individual support for a child may be offered. Where this happens, the learning and strategies gained from that work will usually be shared more widely through training, coaching, or support for the setting, so that more children can benefit.

This approach aims to create sustainable, long-term support for children, families, and settings.

2. What is the aim of the Inclusion Support Partnership?

The partnership aims to:

- Help all children and young people feel included and supported
- Identify difficulties early and respond quickly
- Prevent challenges from becoming bigger barriers
- Improve outcomes for children and young people
- Build the confidence and skills of staff supporting them

Ultimately, it's about making sure children and young people get the right help, at the right time.

3. Will this model change my SEND rights or access to support?

No — your SEND rights stay exactly the same.

Just so you know, this new model is not meant to take the place of SEND Support, EHC Needs Assessments, EHCPs, or any of the legal responsibilities schools already have. Settings will still need to figure out what your child needs, make reasonable changes and stick



to the graduated approach (www.bcp-gati.com). All the official procedures will still be in place. The Inclusion Support Partnership is simply offering staff another way to get advice sooner, so they can help your child even better.

4. Who can access this support?

All early year's settings, schools and post-16 providers across BCP can access support through their named main contact.

5. Who will be their main contact?

Every school and post-16 setting will have a named BCP Inclusion Lead, and every early year's setting will be linked to a BCP Area SENCo.

They will be the first person your setting can contact for advice, support and guidance.

6. What kind of support is available?

The type of support will depend on what is needed and may include:

- Advice, coaching and consultation
- SENCo support
- Inclusion reviews
- Training for staff
- Practical strategies and modelling
- Small group support
- Access to specialists such as Educational Psychologists, Speech and Language Therapists and Occupational Therapists for small group and whole school interventions

The focus is on finding practical solutions that make a real difference for children and young people by increasing the confidence, skills and knowledge of staff in schools and settings.

7. Is this a new referral process?

No.

This is a Request for Help approach, not a new referral system. It gives schools and settings an easier way to access advice and support when concerns arise.

8. What should happen before a Request for Help is made?

Schools and settings should first consider the support and resources already available through the Graduated Approach and Ordinarily Available Provision: [Home | BCP GATI](#)

Their Inclusion Lead or Area SENCo will also help them to think through possible next steps before a request is submitted.

9. What happens when our setting speaks to the Inclusion Lead or Area SENCo?

They can talk through any concerns before making a Request for Help and the school / setting will include you in the planning for this.

This may include:

- discussing concerns with you beforehand
- sharing the reason for seeking support
- agreeing what information will be shared
- identifying priorities together
- considering your child's strengths and needs
- including the views of your child or young person where appropriate

The setting will then link with their single point of contact to discuss support options.

Often, these conversations help identify solutions quickly.

10. What if I feel a Request for Help is needed but the setting does not?

Families should discuss concerns with the SENCo or key staff member. If there is disagreement, the setting should explain how decisions have been reached and what support is already being provided through the graduated approach (www.bcp-gati.com). Families can continue to raise concerns through the setting's usual SEND processes and seek independent SEND advice where required. If you are worried you can also access advice and guidance from [SENDiass4BCP](#)

11. How will a Request for Help be submitted?

Your setting will complete a simple online form, sharing:

- What support is needed
- What has already been tried
- Any helpful evidence or information
- What advice or support is being requested

The process has been designed to be quick and straightforward.

12. How long will the form take to complete?

Most forms should take around 5 to 10 minutes to complete.

13. What happens after a Request for Help is submitted?

A team of practitioners will review requests weekly to decide what support would be most helpful.

This may include advice from Inclusion Leads, Educational Psychologists, Speech and Language Therapists, Occupational Therapists and other practitioners.

Support is at small group and whole school level and will support staff in schools to develop their approaches.

Following review:

- the setting will be informed of the outcome
- an agreed package of support will be identified
- actions and expected timescales will be shared
- The child's setting will remain the main point of contact for the family and will provide direct updates about the support in place

The approach looks like this:



14. What happens if a request is declined?

There will always be some form of help for schools and settings. There may not be a specific longer-term intervention, but the setting will receive feedback explaining what will be offered. Support will be available through the setting's BCP Inclusion Lead or Early Years Area SENCo, who will work alongside practitioners to identify the most appropriate ways to meet the child's needs regardless of a triage outcome.

Recommendations may include strengthening ordinarily available provision [Universal | BCP GATI](#), implementing additional graduated approach strategies, or exploring alternative sources of support and intervention.

Long-term interventions are typically those where children or young people require sustained, involvement over an extended period. Some of the work through the experts at hand model provides small group work like this, and some will be advice and support to help the setting and family access the most appropriate support pathway.

Regardless of the outcome of the request, there will always be a level of guidance and support available to the setting and family to ensure the child's needs continue to be monitored and addressed.

15. What information is looked at?

The team will consider:

- The child's or young person's needs
- Support already in place
- The setting's circumstances
- Any previous support provided
- Attendance, wellbeing and engagement information where relevant This

helps ensure support is matched to need.

16. What support might be offered?

Depending on the situation, support could include:

- Advice and guidance
- Coaching and consultation
- Targeted help around specific needs
- Training opportunities
- Support for groups of settings facing similar challenges

The focus is on providing practical support that can make a lasting difference.

17. Will specialists work directly with my child?

Most specialist involvement will be through consultation, coaching, training and advice to adults working with children and young people.

Direct work with an individual child or young person may be recommended when this is necessary and proportionate to achieve the intended outcomes however, the main approach for experts at hand is at small group and whole school level.

18. How will we know if it's helping?

We want to understand whether support is making a real difference.

Feedback will include:

- Feelings of belonging
- Children and young people voice
- Parents and carers feedback
- Schools and settings feedback
- Reduction in suspensions
- Reduction in exclusions
- Successful placement stability
- Improved participation
- School/setting confidence in meeting need

We will also look at things like attendance, engagement, progress and agreed outcomes to measure impact.

19. How is this different from existing services?

The Inclusion Support Partnership makes it easier for schools and settings to access support through:

- One named point of contact
- A team of professionals working together
- A simple Request for Help process
- A strong focus on early support and inclusion

It does not replace existing services or referral pathways. Instead, it adds an extra layer of support to help children and young people get the help they need sooner.

Participation in the Inclusion Support Partnership does not create an additional gateway to existing SEND services.

It does not replace referrals to other services, statutory assessment processes or a setting's existing duties to identify and support SEND.

20. How will children and young people's views be included?

Children and young people should be involved in discussions about support wherever appropriate. Their views, experiences, aspirations and feedback will help inform planning, decision-making and evaluation of support.

21. How will information be shared and kept confidential?

Information will be handled in line with data protection legislation and local information sharing agreements.

Only relevant information will be shared with practitioners involved in providing advice and support.

Schools and settings will continue to follow their usual responsibilities regarding consent, confidentiality and privacy.

22. How will support be provided during transitions?

The Inclusion Support Partnership will support settings to plan for key transitions, including:

- a. early years to school
- b. primary to secondary
- c. secondary to post-16
- d. post-16 to adulthood

Support may include early planning, information sharing, joint working and advice to help children and young people feel prepared, included and supported.

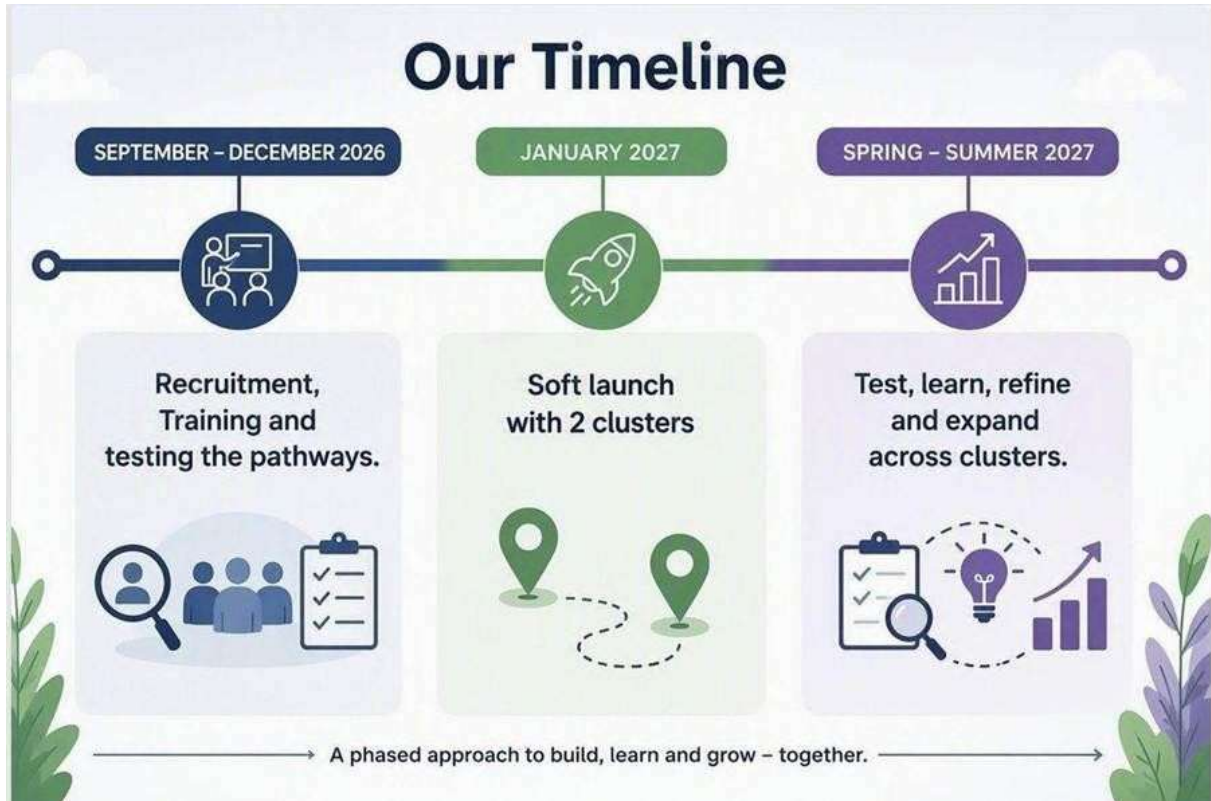
23. How can parent carers help shape and evaluate the pilot?

We have been co-producing the model with our families from the start of the programme, and we have family representation on the BCP Inclusion Support Partnership implementation group.

Parent carers, children and young people will be involved throughout the pilot phase. This will include opportunities to contribute to service design, review emerging findings, identify improvements and help shape future developments.

Evaluation will not only look at whether the model worked but will seek to co-produce improvements alongside families and young people.

What Happens Next?



24. When will the Inclusion Support Partnership start?

The Inclusion Support Partnership will begin to be introduced from Autumn 2026.

During this time, schools and settings will start to see new opportunities and support, including:

- SENCo networks
- Advice and consultation sessions
- Inclusion audits
- Training and professional development
- Testing of the new Request for Help process

This preparation phase will help us make sure the support works well and meets the needs of children, young people, families and education settings before the full model is introduced.

A pilot phase will begin in January 2027. Pilot clusters will be selected to reflect a range of early years, primary, secondary, post-16 and alternative provision settings so that the model can be tested across different contexts before wider rollout.

25. What support will be available from January 2027?

From January 2027, all schools and settings across BCP will continue to have access to a range of support, including:

- SEND advice and support services
- Training and professional development opportunities
- Graduated Approach resources through BCP GATI
- SENCo networks
- Inclusion guidance, resources and tools
- Outreach support from Special Schools and Alternative Provision (for schools)

These services will be available whether or not a school or setting is part of the pilot phase.

26. What will happen during the pilot phase?

From January 2027, a group of schools and settings across four clusters will take part in the pilot phase. The pilot schools will be confirmed by the October half term.

If your child's school or setting is part of the pilot, their staff will have access to the full Inclusion Support Partnership offer, including:

- A named Inclusion Lead
- Advice, coaching and consultation
- Inclusion audits
- Training opportunities
- Access to specialist expertise
- The Request for Help pathway
- Support from experienced education leaders

The pilot will help us learn what works well and make improvements before the partnership is rolled out more widely.

27. When will the full partnership be available to everyone?

After the pilot phase, we will gather feedback from schools, settings, children, young people and families, and review the impact of the support.

Subject to this evaluation, the Inclusion Support Partnership will be extended to all schools and settings across BCP during Summer 2027.



Taking this step-by-step approach helps us make sure the support is high quality, effective and sustainable.

28. Why is the partnership being introduced in stages?

We want to make sure the Inclusion Support Partnership is shaped by the people who use it and supports children and young people in the best possible way.

Introducing the partnership in stages allows us to:

- Test and improve the Request for Help process
 - Build the team and support new staff
 - Understand what schools and settings need most
 - Gather feedback from education professionals, children, young people and families
 - Make improvements before expanding the service
- Most importantly, it gives us time to create a service that is practical, responsive and focused on helping children and young people get the right support at the right time.

29. What should schools and settings be doing now?

They can prepare by:

- Familiarising staff with the BCP Experts at Hand model with the information emerging on the graduated approach website: [BCP Inclusion Support Partnership \(Experts at Hand\) | BCP GATI](#)
- Reviewing their Ordinarily Available Provision and inclusive practice_ [Universal | BCP GATI](#)
- Engaging with training and consultation opportunities
- Identifying key inclusion priorities
- Participating in consultation, pilot and evaluation activities where invited

30. How will we know when my child's school becomes part of the full model?

There will be key updates given to the Parent Carer Forum and other organisations. These updates will also be published on our graduated approach website: [BCP Inclusion Support Partnership \(Experts at Hand\) | BCP GATI](#)_. You can also link with the local parent carer forums such as [Parent Carers Together](#) and [Home | PCF](#)_.