

Service Delivery Plan 2025/2026 – [EDUCATION]



Our Achievements (2024/2025)

- 96% Early Years settings and 97% childminders are good or better and early years outcomes improved
- Increases in of eligible 2-year-olds and 3/4 year olds accessing free entitlement Early Years provision and demand for expand childcare funding fully met
- 89.6% of primary schools are good or better and 80.6% of secondary schools Positive Key Stage 4 outcomes including better than national progress 8 and outcomes for disadvantaged groups 38.3% of children looked after in Key Stage 2 assessed to be reaching national standards in reading, writing and maths, which (above national averages and SNs); and significant improvements at KS4 97.1% of school-aged children looked after had an approved PEP 84% of young people looked after successfully progressed into Post 16 EET Overall attendance increased from 92.6% in 2022/23 to 93% in 2023/24.
- Supported the expansion of 4 colleges and 1 new 6th form provision 5369 sessions of the community offer for families with children who have SEND accessed in summer 2024 (almost double that of 2022), Consistent timescales for completion of EHCPs.
- Transported 1882 children to school and home on 529 routes 158 schools are now committed to Rights respecting School Award,
- The Manchester Inclusive Alternative Provision Strategy (MIAPS) development has included completion of an AP Quality Assurance Framework
- Young Carers Champions in 187 Manchester settings 0-19
- Implementation of Enhanced Outreach offer
- Manchester Emotional Barriers to School Attendance guidance refreshed/ relaunched.

Our Service Priorities (2025/2026)

Through access to high quality education our children and young people will:

- become active citizens, equipped to make a positive contribution and benefit from and shape future opportunities in our city.
- have high aspirations and choices as they progress into the world of work.
- have well developed skills for life (self-belief; self-management; team working; communication; creativity and problem solving)
- be proud of their identity, feel safe and have a sense of belonging and pride in Manchester.
- understand their rights and have opportunities to influence decisions about themselves and their communities.
- be intellectually curious, creative and socially and morally responsible.
- be articulate, numerate and have a love of books and reading.
- achieve outcomes in line or better than their peers nationally at all phases of education.
- have good mental and physical wellbeing.
- have the digital skills to benefit from and shape the future.
- be informed and empowered to influence sustainability and the green economy.
- Review our operating model to maximise the benefits of our developing communities based approach

Zero Carbon all staff to access carbon literacy training, delivery of Education Net Zero Carbon Plan with schools/colleges & EY providers, sustainable travel policies/ways of working and events/workshops, use of digital tools/portals to reduce paper use.

PLACE Neighbourhood integrated Family Hub model for 0-19; Local Team Around Neighbourhood approach in Wythenshawe, extend access to SEND provision locally

UNICEF Child Friendly City: All staff complete training; promote across EHE community; Members to visit 40 schools; promote to school Governors; include in transport and SEND contracts; One Education to be become a CFC Champion; and train staff; Post 16 Board to establish working group of Ambassadors.

Activities which will support delivery of Our Priorities

Education Strategy – continue to embed Strategy and develop and launch a new website, including early years and post 16

School Governance – increase representation

Quality assurance of schools, settings and Alternative Provision– provide support and challenge and provide SEND and Safeguarding Reviews

Sufficiency – open new SEND school and increase SEND units, develop approach for primary numbers/accommodation

Admissions – roll out digital/AI improvements, capture more family feedback, improve free travel application process

HTS Transport – embed new ways of working, strengthen collaboration with other LAs, strengthen support to SCP frontline staff

Attendance – embed graduated approach, implement Attendance Offer for those with EHCP, develop Targeted Support Meeting Offer, implement team around Wythenshawe, targeted support offer for transition from KS2/3 to KS 4/5

Early Years & Childcare – complete Phase 2 capital programme, ensure sufficiency including for SEND, roll out final phase free childcare, develop EY Rights Respecting model

EET—Refresh EET Strategic Plan and coordinate offer, deliver EET strategy including ensuring sufficiency of places

Inclusion— refresh inclusion strategy including implementation of 3 tier model of AP

Young Carers— Implement updated Strategy

SEND—continue DfE SEND/AP Change Programme; Review and deliver LAIP priorities; implement High Needs Recovery Plan; Agree new joint commissioning strategy

EHCP—Implement new ways of working, process changes and enhance QA

EHE— Work with Public Health & partners around health checks

Virtual School—Develop a new Virtual School Website; further develop partnership working around ETE, included for cared for children

Transition—Establish a Manchester approach to Transition; embed the 'six into seven' approach for data transfer,

Reading/Writing/Communication— Increase training & moderation offer for EYFS, KS1 and KS2, embed Flying Start and Write Beginnings



Equality and Inclusion

Deliver Directorate Equality and Inclusion Action Plan

Increase diversity in school governors and staff; Review SACRE membership and function; Roll out Think Equal & Empathy Lab Programme; Analysis exclusions/suspensions; Briefing & Network for Traveller children, Early Years Event/Award; Develop resources for Early Years settings to promote equality.