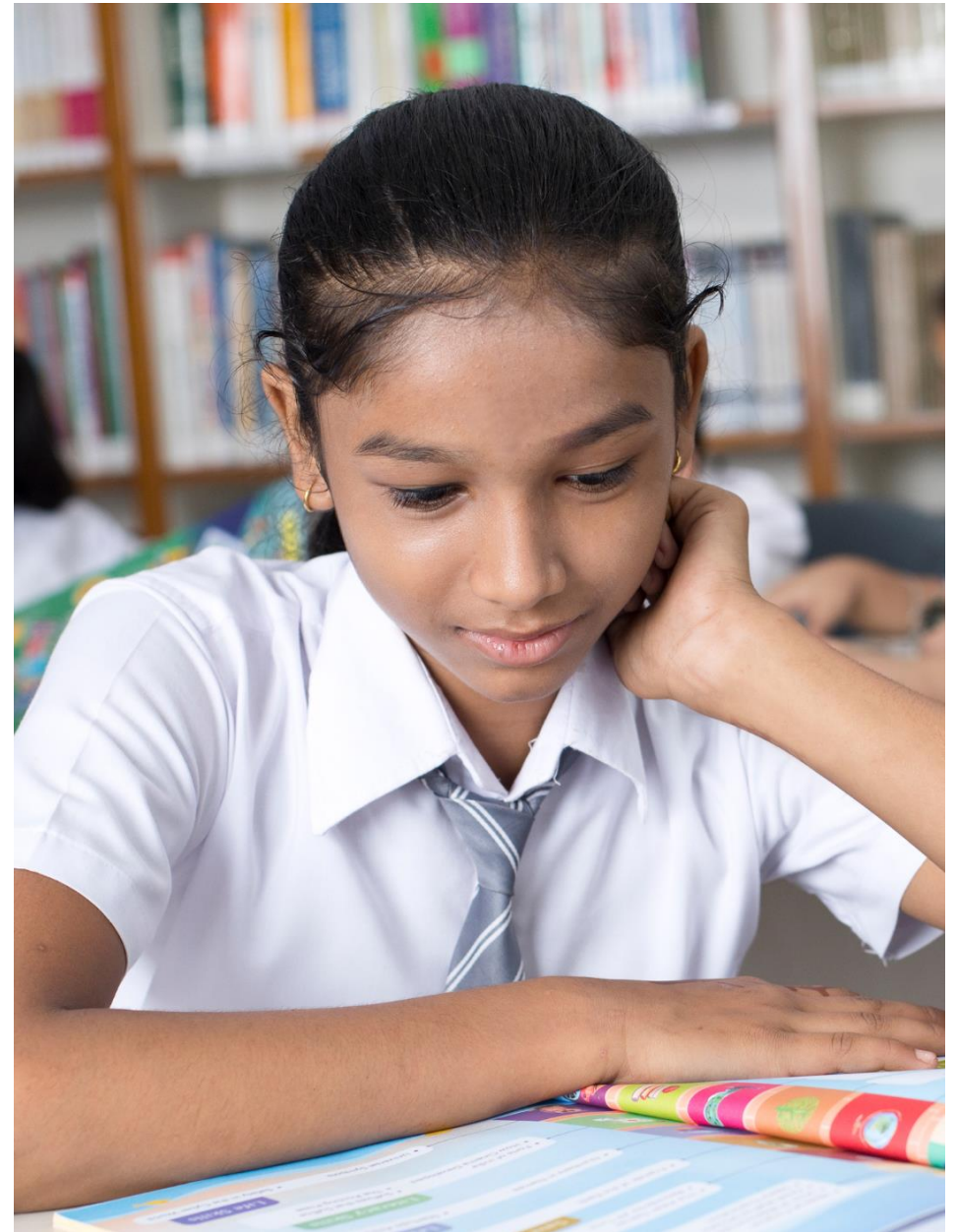


# SEND Reform

## Family engagement session

Friday 17 April 2026 from 9.30am to 10.30am  
Southend Civic Centre (jubilee room)



# Welcome and introductions.

## Housekeeping



Fire alarm  
Emergency procedures.



No photos or videos



Please silence all mobile phones  
and other electronic devices



Toilets location

# Agenda

**Southend SEND Independent Forum** (20 mins)



**Southend SEND Partnership** (20 mins)



**SEND Reform Plan** (10 mins)



**Share your feedback with us**

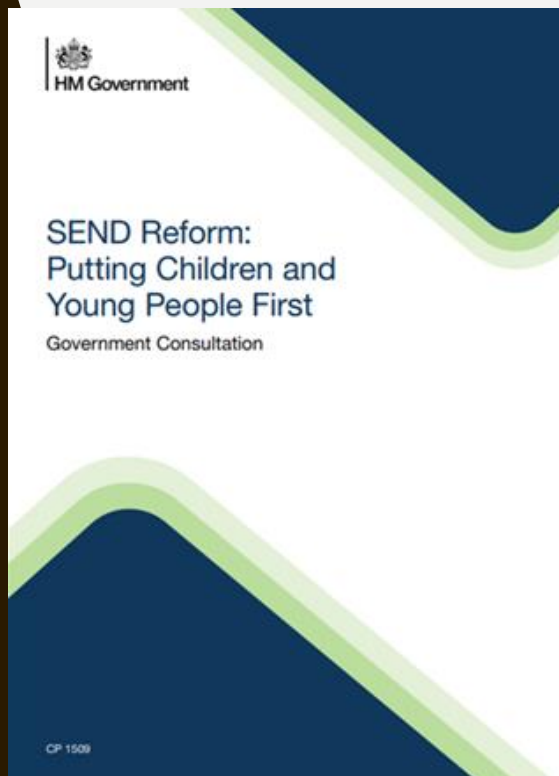


# SEND Reform: Putting Children and Young People First



# Open Consultation

## SEND Reform: putting children and young people first



SEND Reform: Putting Children and Young People First is a consultation document published alongside the white paper, “Every Child Achieving and Thriving.” It sets out proposals to reform the special educational needs and disabilities (SEND) system.

There is both an easy-read version and a version specifically for children and young people, as well as alternative formats such as a British Sign Language video, large print, and Braille.

The document asks 39 questions on key aspects of the proposed reforms. The government is not seeking feedback on all of the proposed changes, which means you can influence some aspects of the reforms, but not all.

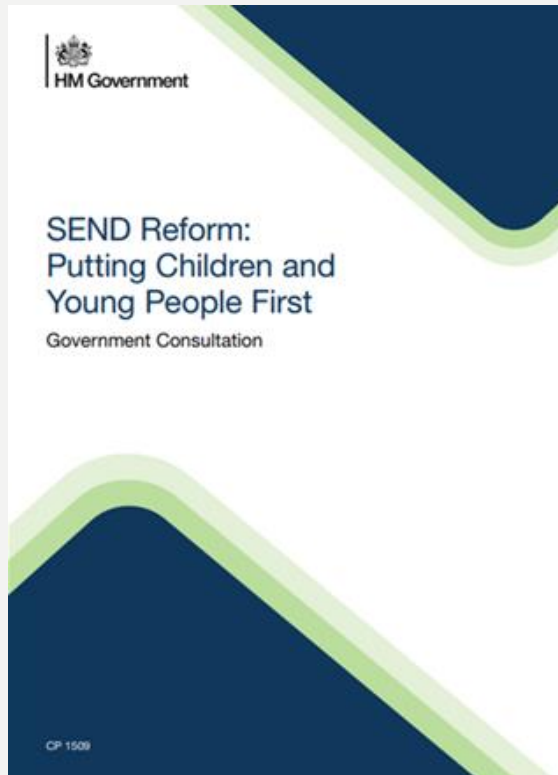
The questions are embedded throughout the document, and a complete list can be found in Appendix C Part B.

You can respond to the consultation online. Alternatively, you may submit your response by email or by post. Details on how to do this can be found here: <https://consult.education.gov.uk/send-strategy-division/send-reform-putting-children-and-young-people-firs/>



# Open Consultation

## SEND Reform: putting children and young people first



There are several key documents that accompany the *SEND Reform: Putting Children and Young People First* consultation document:

- SEND Reform: Equalities Impact Assessment
- SEND Reform: Child's Rights Impact Assessment
- Background on Projections
- Specialist Provision Packages – a link to a summary page outlining the proposed specialist provision packages

Link: <https://www.gov.uk/government/consultations/send-reform-putting-children-and-young-people-first>





## Additional documents

There is also a series of documents that brings together key information and summarises the proposed reforms set out in the school's white paper and the SEND consultation. They are designed to provide clear, accessible guidance for parents, carers, and professionals working across the sector.

Each PDF is between two and nine pages long, offering concise, easy-to-read summaries of key proposals. These bite-sized documents are intended as practical reference guides to help readers understand and engage with the proposed reforms.

- What parents of children and young people with SEND need to know
- What to expect from your child's journey through education
- What every parent can expect from the reforms
- Information on SEND reform for those working in early years settings
- Information on SEND reform for those leading and working in mainstream schools
- Information on SEND reform for leaders of special schools, alternative provision (AP), and specialist post-16 institutions
- Information on SEND reform for those working in post-16 settings
- Information on SEND reform for parents and carers of children with Education, Health and Care Plans (EHCPs)
- Information on SEND reform for parents and carers of children and young people in special schools

Link: <https://www.gov.uk/government/publications/school-send-reforms-sheets>





Department  
for Education

# Every Child Achieving and Thriving & SEND reforms

Every child achieving and thriving



East of England Region



National Network of Parent Carer Forums  
*'Our Strength is our Shared Experience'*  
[www.nnpf.org.uk](http://www.nnpf.org.uk)

# Our Vision

- The education and experiences we give our children today will shape tomorrow's society. It's **vital we prepare children to thrive in a rapidly changing, technologically-driven world.**
- Children thrive when the love and support they receive at home is built on by a **stretching, enriching, and inclusive school experience.**
- Great schools deliver this for every child, with teachers who challenge, support and stretch every learner to help them achieve and thrive, recognising **high standards and inclusion as two sides of the same coin**
- We are **rebuilding public services** to wrap around our children, to support healthy, happy childhoods and enable every child to achieve at school.
- Government must set the conditions which enable every family and every school to support children's success: **a partnership** between all those with the responsibility to set our children up so they can achieve their ambitions and aspirations.

**This white paper is not simply a vision of the change we want to bring to our schools. It's a call to parents, schools, local services, and everyone working with children and young people to join us in building a future where every child can achieve and thrive, in school and beyond.**

## We are building a system where every child gets the support they need

### One-size-fits-all system not working for children...

Fewer than one in five children with SEND achieve a strong pass (grade 5 or above) in English and maths GCSE.

A quarter of children & families on speech and language waiting lists have been waiting more than 12 months.

EHCPs more than doubled since 2014, from 240k to 640k, due to concerns that without them provision will not be made available.

Nearly a third of young people with SEND are NEET, twice the rate of their peers.

to

### Choosing inclusion to meet children's needs...

We know that pupils with SEN in mainstream schools achieve around ½ grade higher in GCSE English and maths than similar pupils in special schools.

Making expert support available in mainstream schools, as routine.

Providing the right support, earlier based on expert evidence.

Showing the same ambition for young people with SEND as we do for their peers.

## We are investing heavily in the system so that children receive timely and appropriate support

We will invest an additional £4bn in reforms between 2026-27 to 2028-29 and £3.7bn in Capital (2025-26 to 2029-30)

### **Inclusive Mainstream Fund - £1.6bn**

For to schools, colleges and early years settings, to spend on targeted support for children with additional needs, such as small group support for literacy or numeracy.

### **National training for all EY, School and Post-16 staff – over £200m**

To ensure that all staff get new training to support children with SEND.

### **Experts at Hand - £1.8bn**

For LA and health services to give EY settings, mainstream schools and colleges direct access to expert support - 40 days per average primary school and 160 days per average secondary school.

### **Education Psychologists and Speech and Language Therapists - over £40m**

To fund training for over 200 more educational psychologists per year from 2026 and 2027 and ensure there is a SaLT advanced practitioner in every Integrated Care Board (ICB) area.

### **Support for local areas to deliver the new system - £200m**

To transform local SEND services and build a cohesive, child-focused, inclusive system. This funding will strengthen LAs' strategic planning, commissioning, leadership capacity and engagement with the education sector.

### **Best Start in Life Family Hubs – over £200m**

For every Best Start Family Hub to enable each hub to have a SEND practitioner to offer direct support to children and families.

### **High Needs Capital - £3.7 billion**

To create 60,000 new specialist places, including tens of thousands of places in inclusion bases and new special school places.



## Three layers of support to deliver better outcomes for all children

### Children & young people

All children

Children who require some additional support from their setting, e.g. personalised materials, outlined in an Individual Support Plan

Children who require additional support from their setting, with input from education and health care professionals, e.g. a speech and language therapist.

Children with the most complex needs, which cannot be met in the mainstream classroom

### The new offer

Universal

### Layers of support

Targeted

Targeted Plus

Specialist

### Child's experience

- Newly trained, upskilled teachers
- First of kind National Inclusion Standards

High quality support, on demand, in mainstream:

- Individual Support Plans
- Support for transitions

Improved access to external expertise:

- Inclusion Bases
- Experts at Hand and outreach from AP and specialist settings

- Specialist provision packages
- EHCPs (in mainstream & specialist schools)
- Specialist bases
- Special school places

## Targeted and Targeted Plus provides new support, delivered in mainstream settings

### Individual Support Plans

- **Every child** with additional needs will have an ISP.
- Settings will have a **statutory duty** to provide an ISP for those children.
- A child's ISP will be **unique** to them, setting out the **support that is being provided and expected outcomes**.
- ISPs will be **highly adaptable**, meaning they can and will **evolve with the child as support works**.
- ISPs will roll out from 2029; govt will create a **new digital system** for ISPs, and a template for settings.

### National Inclusion Standards

An independent expert panel will produce first of their kind, **evidence-based guidance** for settings on the best tools to identify and understand what children may be struggling with and the most effective ways to support them.

### Investment of £4bn over 3 years

This investment, including **Experts at Hand** and the **Inclusive Mainstream Fund**, will increase expertise and support available before the need for statutory processes. Settings will deliver the support captured in Individual Support Plans.

## Specialist Provision Packages and specialist layer provide a consistent high quality, evidence-based offer for those with the most complex needs, across the country

### Specialist Provision Packages

- Packages of support for complex needs beyond what can be met through targeted support in mainstream.
- Developed by an expert panel, packages will act as the threshold for accessing support from the specialist layer, and an EHCP.
- Price bands will be set for each Package.



### EHCPs

- Will include the support a child needs from the Specialist Provision Package a CYP has been matched to.
- Will retain an important role in the SEND system & become digital products
- More certainty with reviews limited to end of phase.
- EHCP confirms Specialist Provision Package and school, and each child also has an ISP setting out detailed, flexible day-to-day support.
- New fast track process for children under 5.

### Specialist Settings

- Children matched to a Specialist Provision Package, and with an EHCP, will learn in special schools, Alternative Provision (AP) schools or mainstream schools with specialist bases.
- There will be reform of the independent special school sector: new standards all schools will need to meet, to drive up quality; price bands to end unreasonable costs.



From 2029/30 children with EHCPs will be assessed against the new threshold at the end of their phase of education. This means:

- All children in year 3 or above today will retain their existing EHCP until at least age 16.
- Children in year 2 or below today will be reassessed at transition between y6 and y7.
- Those whose needs are best met with additional support in mainstream, will transition to an ISP.
- We expect the number of children with EHCPs to continue rising over the next three years, returning to around today's level by 2035.

## Clear and robust accountability across the system ensuring children and young people get the support they need

### Specialist

**Every child with a special school place at implementation will be able to stay in a special school** for as long as they are in education.

**SEND tribunal remains** for decisions relating to Specialist Provision Packages with decision making supported by a new clearer threshold for access to specialist support.

**Increased accountability for independent special schools** through new standards.

### Targeted & Targeted Plus

**New national inclusion standards and new legal duties around mainstream inclusion** backed with funding so the improved system becomes a reality.

**Ofsted inclusion judgement can lead to new school management** where plans aren't meeting standards.

**Strengthened school complaints process puts a SEND expert on complaints panels**, binding judgements on schools including for complaints related to Individual Support Plans.

### System

**More funding for parent carer forums and Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIAS)** so parents know and can exercise their rights.

**New role for the Children's Commissioner providing independent scrutiny of progress of reforms.**

**DfE to make proactive use of local authority intervention powers** so no council can fail children and families with impunity.

## Repair and reform to this new system will be gradual with support in place before changes are made

Phase one: 2026 to 2028 Investment and building new system	Phase two: 2028 to 2029 Improved support	Phase three: 2029 onwards Future system
<ul style="list-style-type: none"> <li>• <b>Workforce training programmes</b> for all staff.</li> <li>• Schools, Colleges and early years settings first receive £530m per year from <b>Inclusive Mainstream Fund</b>.</li> <li>• <b>Experts at Hand</b> comes on stream for all settings.</li> <li>• <b>Specialist Provision Packages</b> published</li> <li>• <b>National Inclusion Standards</b> published</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mainstream legislation</b> enacted</li> <li>• <b>First assessments of children take place</b> under reformed system.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Independent special school price restrictions</b> introduced.</li> <li>• <b>EHCP, National Inclusion Standards and Individual Support Plan</b> legislation enacted.</li> <li>• <b>First children using Specialist Provision Packages</b>.</li> <li>• <b>60,000 new places for children with SEND</b> created.</li> </ul>





# What can we influence through the consultation?

While “*SEND Reform: Putting Children and Young People First*” is an open consultation, it’s important to understand that not every part of it has dedicated questions.

- You can share your views and experiences, and these are really important.
- However, some decisions have already been made, or are limited by funding, law, or wider government plans.
- So, the consultation is about shaping how things are done, rather than deciding everything from scratch.

The following slides show summary of the questions, organised by sections as shown on page 3 of the “**SEND Reform: Putting Children and Young People First**” document.

The main headings of each section have been identified, and beneath them it is clearly indicated where consultation questions are included and where no consultation questions are provided.

**Consultations Questions** are identified as: Q1, Q2, Q3 as they are shown in the consultation document

**You can use Q39 to provide feedback on areas where a direct question has not been asked:**

*“Q39. This consultation outlines a series of measures intended to reform the SEND system. Some of these measures have already been finalised, and this is clearly indicated within the document. With this in mind, is there anything further you would like to contribute to help inform the remaining proposals that are still under consideration? “*

Contents	
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“Our Strength is our Shared Experience”  
www.npcf.org.uk



# What can we influence through the consultation?

## Executive summary

Heading	Question Number	Question	Page Question Located
Next stage of the National Conversation	Q1	We want children, young people and their families to be involved in making better, evidence-based decisions about SEND, both in their local area and across the country. How can we make sure children, young people and their families have a genuine say in these decisions?	21
Next stage of the National Conversation	Q2	How can we make sure that high-quality evidence and best practice inform decisions about SEND? Please share examples.	21



# What can we influence through the consultation?

## Part one: putting children and young people first

Heading	Question Number	Question	Page Question Located
The Universal Offer	Q3	How can we ensure that children are best supported by the Universal offer?	26
Three layers of support: Targeted, Targeted Plus and Specialist: Targeted support	Q4	How can we ensure that children in the Targeted layer are best supported?	28
Three layers of support: Targeted, Targeted Plus and Specialist: Targeted Plus support	Q5	How can we ensure that children in the Targeted Plus layer are best supported?	28
Three layers of support: Targeted, Targeted Plus and Specialist: Specialist support	Q6	How can we ensure that children in the Specialist layer are best supported?	29
Updating the SEND Code of Practice	Q7	How do you think early years settings, schools, and colleges can best support the mental health and wellbeing of children and young people?	33
Updating the SEND Code of Practice	Q8	Do you agree that the refreshed 'areas of development' will support educators to understand and address barriers to learning and participation? Please explain your answer.	33

# What can we influence through the consultation?

## Part one: putting children and young people first.



Heading	Question Number	Question	Page Question Located
Data and technology		No Questions	
Support for children and families in the earliest years of life	Q10	How can the early years foundation stage (EYFS) two-year old progress check and the Healthy Child Programme development review be improved so that children's needs are identified and supported more quickly? Please share examples.	38
Support for children and families in the earliest years of life	Q9	What arrangements would best support effective joint working between early years providers, Best Start Family Hubs, health, local authorities, and parents for children with SEND in the early years?	38
National Inclusion Standards	Q11	What should the top three priority areas be for building and sharing evidence within the National Inclusion Standards?	40
Reasonable adjustments		No Questions	
National training	Q12	What are the most important issues for national training to cover, to help support children and young people with SEND?	44
National training	Q13	What practical actions can help teachers, educators and leaders manage workload whilst implementing these changes?	45
National training	Q14	How should the Special Educational Needs Coordinator (SENCO) role evolve to better meet the needs of children and young people with SEND?	45



# What can we influence through the consultation?

## Part two:

### New targeted and targeted plus support that is written into law.

Heading	Question Number	Question	Page Question Located
Individual Support Plans (ISPs)	Q16	How can we ensure Individual Support Plans are clear, concise and practical for professionals to use?	48
Transitions into adulthood	Q17	How can we best support transition for young people with SEND, so that they are well supported into post-16 provision and further education, training or employment?	53
Targeted Plus Support: Inclusion Bases	Q18	How can we make sure that every area can meet the full range of the needs of children and young people through Inclusion Bases?	55
Targeted Plus Support: Inclusion Bases	Q19	How can we make sure that Inclusion Bases help children and young people succeed in mainstream settings?	55
Experts at Hand	Q20	Through the Experts at Hand offer, we want to ensure that mainstream settings can get quick specialist support for children and young people. What arrangements are needed between local area partners (education, health, social care) to deliver this Experts at Hand offer effectively?	59



# What can we influence through the consultation?

## Part three: Specialist support for those with complex needs

Heading	Question Number	Question	Page Question Located
Alternative Provision (AP)	Q28	What do you think is the right maximum length of time for a temporary placement in Alternative Provision (AP) schools? Please explain your rationale.	79
Independent special schools (ISS)	Q29	We have set out our plans to regulate Independent Special Schools (ISS) sector. Do you agree that these proposed changes will lead to suitable placements being available at a fair cost? Please explain why.	81

# What can we influence through the consultation?

## Part four: reforming the system to reward inclusion



Heading	Question Number	Question	Page Question Located
Inclusive Mainstream Fund	Q30	How should settings be held accountable for how they spend their Inclusive Mainstream funding?	88
Inclusive Mainstream Fund	Q31	Do you agree that more SEND funding should sit directly within mainstream budgets? Please explain why.	88
Pooled funding in schools for SEND	Q32	In relation to pooled funding, we propose that every school becomes part of a local SEND group. Do you agree that this proposal aligns with our aim for all schools to be part of high quality, community-based trusts?	93
Pooled funding in schools for SEND	Q33	How should disagreements about membership, provision, or funding in groups of schools for SEND be resolved?	93
Accountability: Local area accountability	Q34	How can we ensure the most effective use of these local partnership groups?	102
Accountability: Local area accountability	Q35	Which stakeholders are important for the success of local partnership groups, and why?	102
Accountability: Local area accountability	Q36	How can we build stronger collaboration and a culture of improvement through local SEND strategic plans?	102
Accountability: Local area accountability	Q37	What information, advice and guidance can best support children, young people and their families to ensure greater fairness across the system?	102



# What can we influence through the consultation?

## Part four: reforming the system to reward inclusion

Heading	Question Number	Question	Page Question Located
Resolution and legal framework: Resolving concerns about specialist provision	Q38	Do you agree that a SEND specialist (e.g. a SENCO) should sit on the school complaint panel, when the complaint relates to SEND support and provision? Please explain why.	107
Information, advice and guidance for parents and independent oversight of the system: Independent oversight	Q39	This consultation outlines a series of measures intended to reform the SEND system. Some of these measures have already been finalised, and this is clearly indicated within the document. With this in mind, is there anything further you would like to contribute to help inform the remaining proposals that are still under consideration?	111

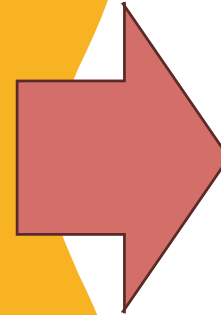
# National SEND standards

- The new National SEND standards aim to make support clearer, fairer and more consistent for families.
- Greater focus on early identification and strong SEN support, so children get help sooner.
- Clearer expectations of what schools and services should normally provide.
- Improving inclusion in mainstream schools and reducing unnecessary escalation.



# What this means for your child

- Your child should get the right support earlier, without waiting longer than necessary.
- Schools will be clearer about what help they should provide day-to-day.
- Support should feel more consistent across schools and services.

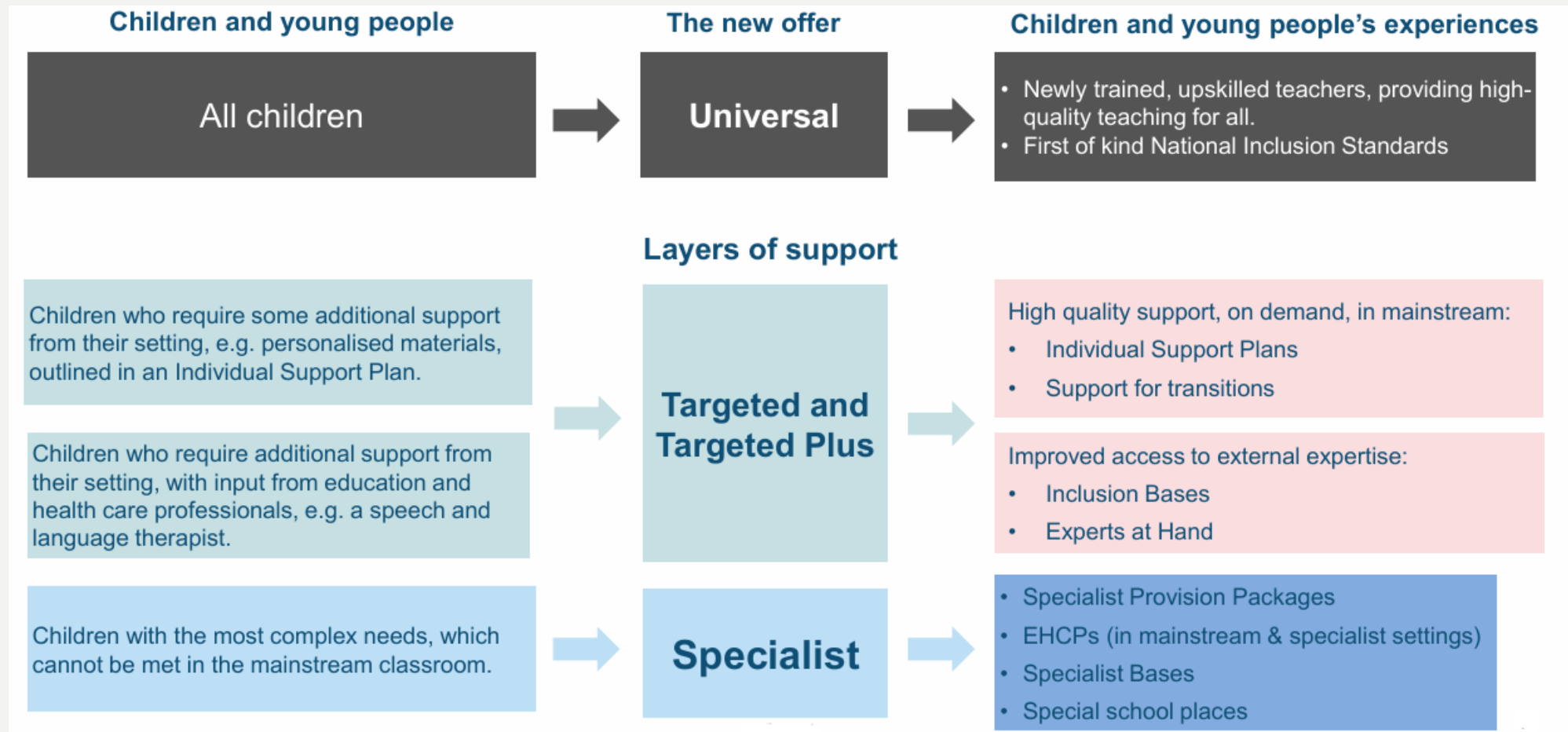


Southend-on-Sea is well-placed, with strong early SEND support already helping children within their setting with specialist teachers, universal therapy services and access to additional funding.

For those children requiring an EHCP, processes are timely and above national averages.

# National SEND standards

An improved universal offer and three additional layers of support



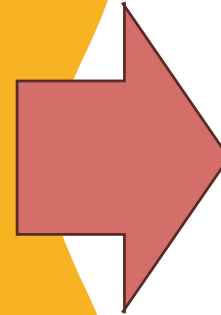
# Shared accountability across partners

- SEND reform strengthens shared accountability across education, health and the local authority.
- Children's outcomes are a joint responsibility, not the responsibility of one service alone.
- Parents and carers are equal partners through strong co-production and the Parent Carer Forum (PCF)
- Collaboration helps address issues earlier and reduces crisis-driven decisions.
- Open communication and clear responsibilities help issues be addressed earlier.



# What this means for your child

- Support will be earlier and more responsive, rather than families being moved between services.
- Education, health and care are expected to work together around your child.
- Your voice continues to influence how services improve.



Southend-on-Sea already operates as a mature partnership with shared governance, data and performance oversight.

Southend's PCF are equal partners with service leaders who directly impact SEND strategy and service delivery.

### **What is EAH?**

The government wants mainstream education settings to have a readily available source of specialist, expert advice and support which can be accessed quickly and flexibly without needing an Educational Health and Care Plan (EHCP).

### **What specialists might be included in the EAH offer?**

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Specialist Teachers
- Outreach from special schools and Alternative Provisions

## **Experts at Hand (EAH)**

### **What does EAH provide?**

EAH gives early years settings, schools and Further Education colleges access to a 'bank' of specialists who can expert advice without necessarily needing a referral or assessment.

This should make it quicker and easier for settings to put support in place for children and young people. Support can include consultation, assessment, advice, modelling, training and short-term direct work.

### **Who can access it?**

- Children and young people aged 0 to 25 years
- In early years, mainstream schools and further education
- No EHCP required
- Access is based on need, not diagnosis

# Southend, Essex and Thurrock (SET) Therapies Programme

## Programme aims.

- Reduce the variation in delivery of support through joint ownership of shared outcomes.
- Increase confidence across the system through the implementation of an equitable service model.
- Ensure the **right support** is available across the local area, at the **right time**, delivered by the **right people**, in the **right numbers**, with the **right skills**



## What it is:

- How communication, occupation and physical needs are met across all levels (universal/targeted and specialist)
- Whole system approach - schools and settings, education, early years practitioners, health visitors, health professionals.
- For all children and young people
- Being delivered across Southend, Essex and Thurrock
- Focused on the achievement of functional outcomes for children and young people.
- Underpinned by evidenced best practice and a recognised methodology.

## What it isn't:

- Mental Health Services / other therapies
- **Not only** about Therapists and Health.
- Only for those children with SEND
- Looking at the needs of Southend, Essex and Thurrock in isolation
- A quick fix
- Measuring outputs – i.e. the number of hours delivered.

# Designing additional SEND and Alternative Provision support

Our approach to managing SEND provision within Southend-on-Sea reflects both our local priorities and national reform.

We are expanding both mainstream and specialist provision, but in a more planned and targeted way. We will emphasise a **planned, sufficiency-led approach**, focused on **early intervention and local, inclusive provision**, with specialist places used for the most complex needs.



Specialist places



Early Intervention



Local, inclusive provision

# Our key messages when considering change, are:

- We will use **robust data** (EHCP trends, primary needs, age cohorts, exclusions, placements out of area) and feedback from engagement with the local area, including parents and professionals to inform decisions.
- We will try to understand **future demand**, not just current pressure, including, from 2028, the implications of Local Government Reorganisation.
- **Mainstream inclusive capacity** will be strengthened alongside specialist growth.
- Provision should be **closer to home**, reducing transport and disruption for families.
- We will have a strong emphasis on **transitions and adult outcomes**, especially for those in specialist provisions that will evidence: pathways to further education, training and employment with a focus on lifelong independence.

**Southend-on-Sea City Council is already proactively using this approach to develop its existing SEND capital programme. Approximately £10 million has been allocated to address current trends in demand this has included:**

- The delivery of additional resource bases within mainstream schools across both primary and secondary (£3.5m over 3 years).
- A managed bid process responding to school-level priorities and emerging needs (£1.38m over 3 years providing improved inclusion pathways within mainstream provision).
- Development of Alternative Provision pilots (£0.5m).
- Alongside the capital expansions at specialist settings to increase capacity (£4.1m over 3 years) to meet those with the most complex needs.

# Best Start Family Hubs

From April 2026, all Local Authorities were required to establish Best Start Family Hubs.

In Southend-on-Sea, we have 3 Best Start Family Hubs and 5 Satellite Centres. Hubs open across the week and include a range of health and education services for families.



They currently provide a core offer for babies, children and their families from pregnancy through early years which includes:

- Antenatal education, baby massage, and healthy eating workshops.
- Health visitor clinics and midwifery support.
- Infant feeding support.
- Parenting programmes, family support drop-ins.
- Early years and stay-and-play activities.



Over the next year we will be strengthening these services to meet the needs of families and the requirements of the Best Start Local Plan to include the following:

- Evidence-based support for early learning and language development and child development programmes.
- Best Start Inclusion Practitioners in Family Hubs to support families and signpost to services.
- Parent panels and greater outreach support.



# SEND Reform Plan

## What is the SEND reform plan?

Local send partnerships are required to develop and submit a local SEND reform plan outlining how they will develop services in line with the key areas of reform:

- Experts at hand.
- Sufficiency and place planning.
- Strengthening partnerships with schools, families and health.
- Develop and deliver an improved universal and targeted offer of support without need for statutory assessment.



# Southend-on-Sea Context

Over the last 3 years the SEND partnership has made significant progress in developing support and pathways that are in line with the planned reform areas through the SEND strategic action plan:

- Improved support through early years advisory service.
- Creation of specialist teaching and therapeutic teams within the Local Authority.
- Increased offer from educational psychology for early intervention.
- Regular training and workshops to professionals/families to support early identification and early support

# Timeline and monitoring

## Key dates:

- 15 May 2026 – submission of the draft SEND reform plan
- 19 June 2026 – submission of final SEND reform plan

Following submission, progress towards the activities set out in the reform plan will be reviewed regularly by the Department for Education (DfE), health advisors and the SEND partnership.

The reform plan will be updated annually.



# Next steps

Parents and carers are key partners in the development of Southend-on-Sea's SEND Partnership and the SEND Reform Plan.

Through the ongoing work of the Parent Carer Forum (SSIF), we have regular opportunities to help shape the future of services in Southend-on-Sea and value your feedback which will inform our strategy and vision over the coming 3 years as we seek to create a more inclusive system which works for you.

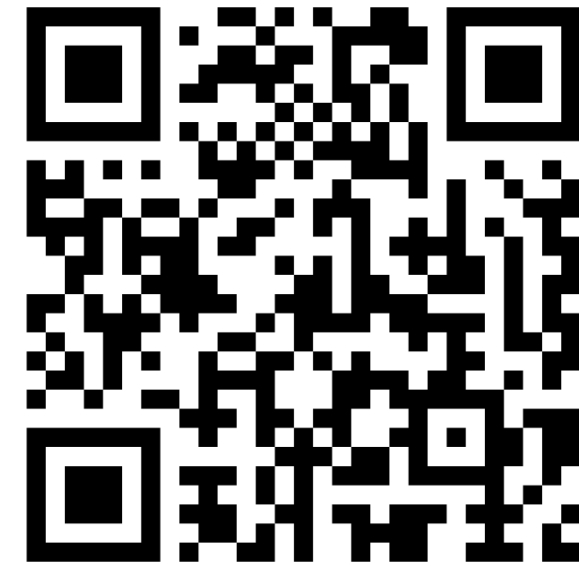
# Share your feedback with us

We would really value your input,  
please take a few minutes to  
complete this short survey.

Link:

<https://www.surveymonkey.com/r/QPYSQMN>

Thank you!



# THANK YOU!

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