



National SEND Review





3 Key Challenges Identified

1. Navigating the SEND system and AP is not a positive experience for too many CYP and their families
2. Outcomes for CYP with SEND or in AP are consistently worse than their peers across every measure
3. The current system is not financially sustainable



The issues - “A vicious cycle of late intervention, low confidence and inefficient resource allocation”

- Inconsistency in how needs are met – “the postcode lottery”
- Early years and mainstream ill-equipped to identify and support CYP
- Expectations of mainstream settings unclear – parents lose confidence and see EHC Plans and special schools as the ‘solution’
- Long journeys to school or attending a placement outside of the local area
- Financial resource and workforce capacity is pulled to the specialist end of the system – less available for early intervention and effective, timely support in mainstream settings
- Increasing requests for EHC Plans and specialist provision



The solutions - “Turning this vicious cycle into a virtuous one”

- Most CYP can access the support they need in their local mainstream setting with needs identified promptly and appropriate support at the earliest opportunity
- For those who need specialist provision, it should be accessed with minimal bureaucracy
- Greater national consistency on what should be ordinarily available and how it is funded
- Strong co-production with families and accountability at every level
- Improved data collection to give a timely picture of how the system is performing



Proposal 1 - “A single national SEND and alternative provision system”

- Establish a national SEND AP system with consistent standards for how needs are identified
- An Inclusion Plan developed by a new local SEND partnership consisting education, health, care and local government
- A tailored list of settings (mainstream, special, independent) so that parent-carers can express an informed preference
- A standardised and digitised EHCP process and template
- Resolve disputes earlier including mandatory mediation



Proposal 2 - “Excellent provision from early years to adulthood”

- An additional £1 billion for schools in 2022 to 2023
- Improved CPD for teachers
- A new SENCo national professional qualification
- £2.6 billion over 3 years for new specialist and AP places and improving existing provision
- More new special and AP free schools
- By 2030, all children and young people will be taught in a MAT
- £18 million to build capacity in the supported internships programme
- Common transfer files/adjustment passports to ensure YP with SEND are prepared for employment and HE
- A clear focus on SEND in health workforce planning
- Additional respite placements



Proposal 3 - “A reformed and integrated role for alternative provision”

- Make AP an integral part of local SEND systems by requiring the new SEND partnerships to plan and deliver an AP service focused on early intervention
- Give AP schools the funding stability to deliver a service focused on early intervention by requiring LAs to create and distribute an AP specific budget
- A performance framework for AP focusing on progress, re-integration into mainstream or sustainable post-16 destinations
- Greater oversight and transparency on CYP movements into and out of AP



Proposal 4 - “System roles, accountabilities and funding reform”

- Clarity on roles and responsibilities for all partners via new national standards
- DfE to hold LAs and trusts to account for delivering for CYP with SEND locally
- An inclusion dashboard of how the system is performing at a local and national level across education, health and care
- An updated local area SEND inspection framework
- A national funding framework of banding and price tariffs, matched to levels of need and types of education provision



The Consultation - “Delivering change for children and families”

- Green Paper published; should be viewed alongside [Schools White Paper](#) published 28th March 2022
- 13 week consultation closing on 1st July 2022
- Following the completion, government will publish a national SEND delivery plan to include how the proposals will be implemented

The White Paper



HM Government

HM Government.
Opportunity for all: strong schools with great teachers for your child. Presented to Parliament by the Secretary of State for Education by Command of Her Majesty. CP 650.

**Opportunity for all:
strong schools with great
teachers for your child**





- An excellent teacher for every child (page 16)
- Delivering high standards of curriculum behaviour and attendance (page 24)
- Targeted support for every child who needs it (page 32)
- A stronger and fairer school system (page 43)



Chapter 1: an excellent teacher for every child (page 16)

- **The Government will deliver:**
 - **500,000 teacher training and development opportunities** by 2024, giving all teachers and school leaders access to world-class, evidence-based training and professional development at every stage of their career.
 - Specialist training to drive better literacy through a new **National Professional Qualification for Leading Literacy**; a new **National Professional Qualification for Early Years Leadership**; and up to £180 million investment in the early years workforce, including training for early years practitioners to support literacy and numeracy teaching.
 - **£30,000 starting salaries** to attract and retain the very best teachers – with additional incentives to work in the schools with the most need.



Chapter 2: Delivering high standards of curriculum, behaviour and attendance (page 24)

- **The Government will deliver:**
 - A new **arms-length curriculum body** that works with teachers across the country to co-create free, optional, adaptable digital curriculum resources, supporting schools to deliver rigorous, high-quality curricula.
 - A richer, **longer average school week** which makes the most effective use of time in school and ensures children enjoy a rounded education.
 - Better behaviour and higher attendance through more effective use of data, including an **annual behaviour survey and a national data system**, to drive up attendance and make it easier for agencies to protect vulnerable children.



Chapter 3: targeted support for every child who needs it (page 32)

The Government will deliver:

- **A Parent Pledge** that your school will provide evidence-based support if your child falls behind in English or maths and tell you about their progress.
- Up to **6 million tutoring courses by 2024** with action to cement one-to-one and small group tuition as a permanent feature of our school system.
- A secure future for the **Education Endowment Foundation** putting our independent ‘what works’ centre on a long-term footing and placing the generation and mobilisation of evidence at the heart of our education system.



Chapter 4: a stronger and fairer school system (page 43)

- **A fully trust led system** with a single regulatory approach, which will drive up standards, through the growth of strong trusts and the establishment of new ones, including trusts established by local authorities.
- **A clear role for every part of the school system, with local authorities empowered to champion the interests of children and a new collaborative standard requiring trusts to work constructively with all other partners.**
- **Education Investment Areas** to increase funding and support to areas in most need, plus extra funding in priority areas facing the most entrenched challenges.