

Oxfordshire
SEND

SEND reform



What is SEND reform?

This February, the Government published landmark proposals setting out major changes to the system for supporting children and young people with special educational needs and disabilities:

[SEND reform: putting children and young people first](#)

These reforms have five key guiding principles at their heart, as detailed on the following slide.



DfE guiding principles

1. Early

Children and families should receive the support they need as soon as possible, with a quick response to changing needs. This will start to break the cycle of needs going unmet and getting worse. Instead, we will intervene swiftly and proactively, focusing on providing support earlier in children's lives when this can have the greatest impact.

2. Local

Children and young people with SEND should be able to learn at an education setting close to their home, alongside their peers, rather than travelling long distances from their family and community. Specialist settings should continue to play a vital role supporting those with the most complex needs.

3. Fair

Every education setting should be resourced and able to meet common and predictable needs, including as they change over time, without parents having to fight to get support for their children. Where specialist provision is needed for children and young people, we will ensure it is there, whether that be a mainstream, specialist or Alternative Provision setting, with clear legal requirements and safeguards for children and parents.

4. Effective

Reforms should be grounded in evidence, ensuring all education settings know where to go to find effective practice that has excellent long-term outcomes for children and young people.

5. Shared

Education, health and care services should work in partnership with one another, Best Start Family Hubs, local government, families, teachers, educators, experts, the voluntary sector and representative bodies to deliver better experiences and outcomes for all our children and young people. The voices of children should be at the heart of decision making.



Key elements of SEND reform

Strengthened universal offer in all mainstream settings

National inclusion standards

New inclusive mainstream fund & national SEND training

Investment in early years

Individual Support Plans (ISP) for children with additional needs

Inclusion bases – support bases & specialist bases

Three-tiered model for alternative provision

Develop transition planning – from early years to post-16

Experts at Hand

Legal duty for every school to publish an Inclusion Strategy, and inclusion embedded in Ofsted frameworks

Capital investment to increase sufficiency

Pooled funding between local schools



What are local areas required to do?

- All areas have been asked to prepare a SEND reform plan outlining how this change will be implemented locally – **due 19 June** to the Department for Education
- As well as the SEND reform plan, we are also required to submit a **data and finance return** and a **maturity self-assessment**
- There will be quarterly monitoring of our plan for the next three years to scrutinise progress against our KPIs
- If our plan is found to meet the Government criteria, Oxfordshire will be eligible for a **high needs stability grant** to repay up to 90% of our dedicated schools grant deficit.



How have we developed our local SEND reform plan?

- Series of workshops with SEND local area partnership and education colleagues to develop the plan, including health, schools and education settings, and Oxfordshire Parent Carer Forum
- We have agreed to structure our plan against the key building blocks and enablers identified by DfE, with the addition of communication as a focused area for local improvement
- We are drawing on the plans already in place locally, including our SEND priority action plan, education & inclusion strategy and former deficit management plan – as well as addressing gaps and new areas.

Oxfordshire SEND reform plan

Four key building blocks

Plus four system enablers

1: Strengthening inclusion across education settings

Organising places and provision to meet as many needs as possible, as close to home as possible, with all settings and providers moving towards a shared understanding and consistent practices around inclusion.

2: Access to specialist support and local placements

Improving collaboration between settings and deploying expertise from a range of specialist and expert sources, to support schools and settings to meet the needs of children and young people earlier and locally.

3: System leadership, local partnership collaboration and co-production

Putting in place the enabling conditions across a local area that ensures planning and provision reflects the local area & is joined up, including strategic co-production with parent carers and children and young people.

4: Encouraging inclusive culture & behaviours

Using funding and shared accountability towards a system that works for children and families while achieving value for money.

Capital

Workforce

Data/digital systems

Communication



How will the system be different in the next 3 years?

- Focus on SEND support
- Focus on early intervention for CYP at mainstream schools and settings
- Access to universal and targeted support that is not currently available in the system
- Needs led approach, improving outcomes for CYP (but may not be delivered at individual level)
- Partnership approach informs service delivery

Our change story

Build

- Build a 0-25 system where children and young people receive support to achieve and thrive through (a) more inclusive settings and (b) stronger local partnerships

Improve capacity and capability

- Improve capacity and capability of the mainstream and specialist workforce to identify and meet need

Improve confidence

- Improve confidence of children, families, and stakeholders in reform and readiness of the system

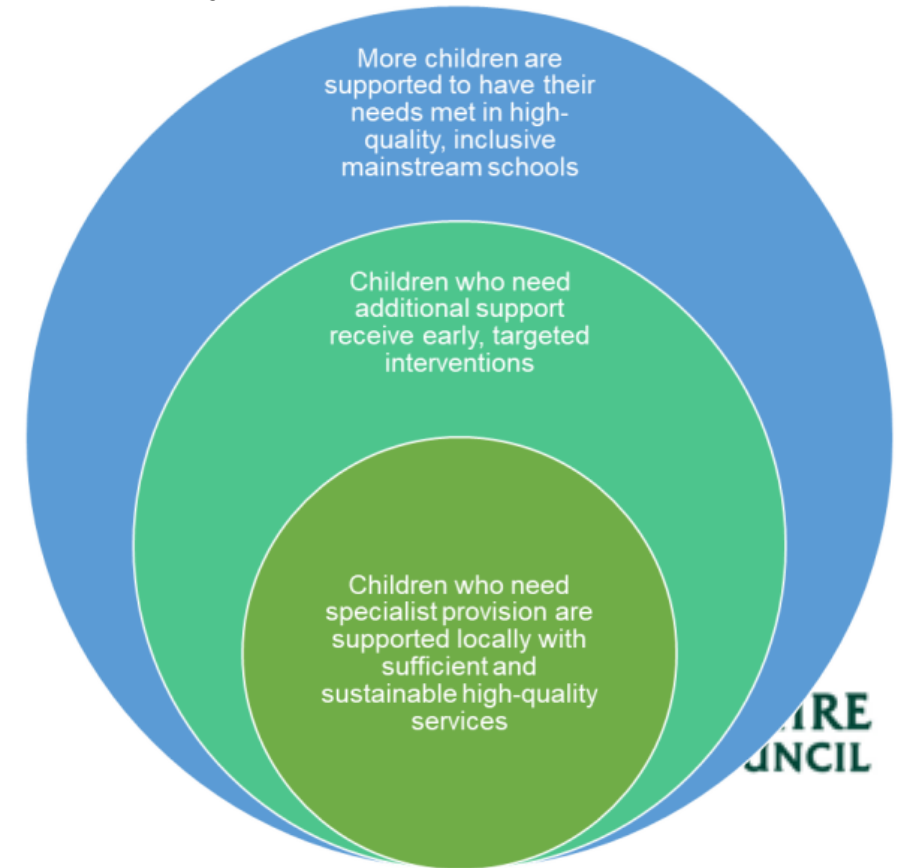
Stabilise

- Stabilise finances and improve value for money

Vision and Goals

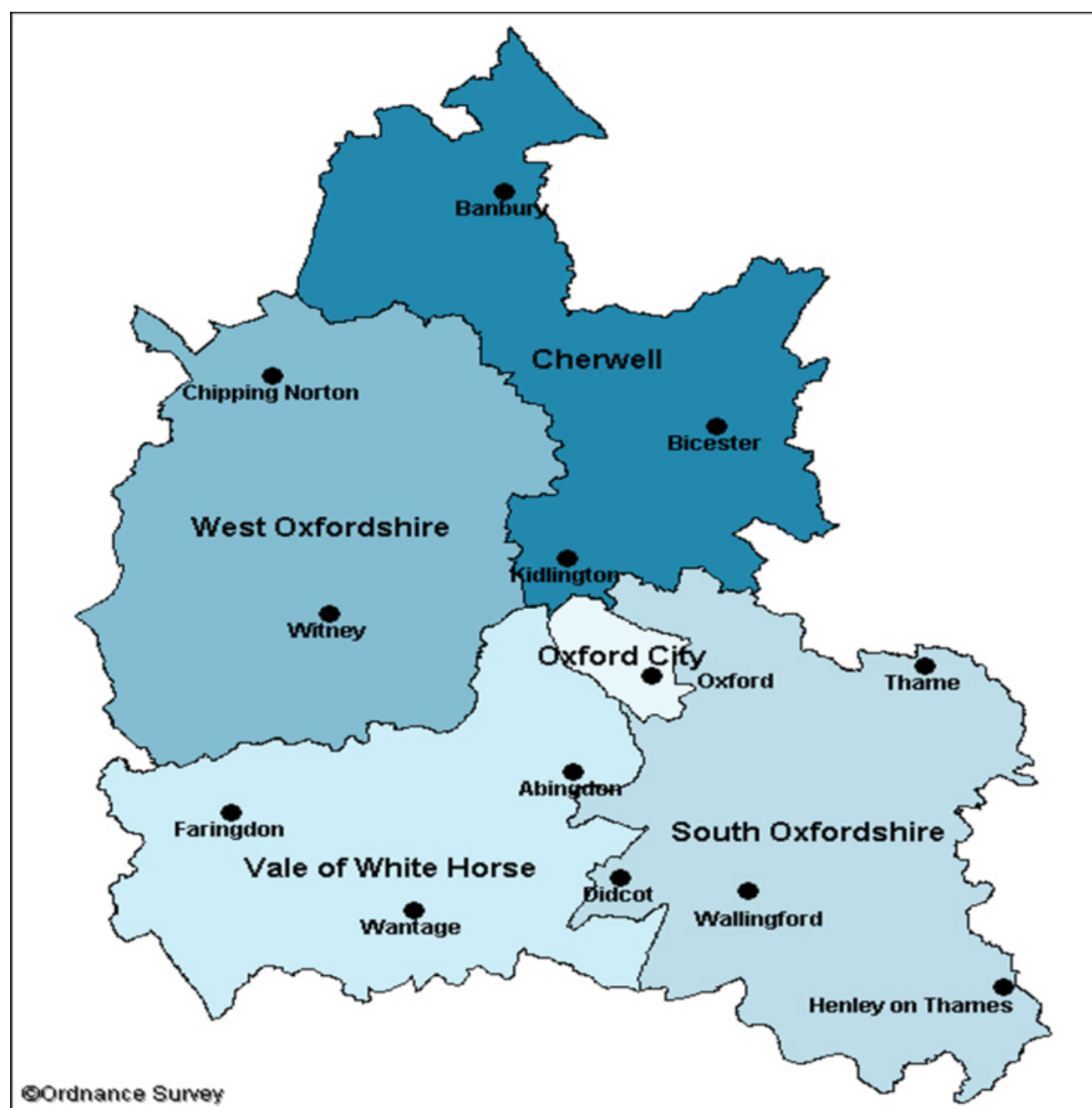
What are we trying to improve?

- ✓ Outcomes for children
- ✓ Confidence of parents, carers and young people in the system
- ✓ Management of finances to secure value for money



Locality clusters

Every school
connected:
5 district
clusters,
3-4 locality
clusters per
district –TBA



Funding Stream Allocations

Inclusive Mainstream Fund for Schools-

For schools, EY settings and post-16 colleges

Improve mainstream education setting inclusion

Total- £1.6bn
Year 1: £500m (inc Early years: £47m + Post-16: £53m)
Year 2+3 £550m

High Needs Provision Capital Allocations Grant

For LA's and working with education providers

Improving environments and creating inclusion bases within mainstream

Total: £3.7bn
Year 1: £860m
Year 2 (est): £1.42bn
Year 3 (est): £1.42bn

Expert at Hand and Local Authority SEND Transformation Fund

For LA's working with ICBs and partners

Develop Expert at Hand Offer and commissioning plans

Total £1.8bn
Year 1: £429m
Year 2: £750m
Year 3: £850m

High Needs Stability Grant - Stabilise Local Authority Finances by reducing High Needs Deficit by 90%
Paid in 2 tranches on approval and implementation of Transformation Plan

All interact

Types of Expert at Hand activity expected to set out in Expert at Hand plan



Focused at children

- **Whole school interventions**- support from E@H to deliver whole school programmes
- **Group/class interventions**- interventions- including joint delivery with setting staff- focused on specific needs
- **Individual interventions**- potentially time-limited interventions including placements within a specialist unit with reintegration for individual children

Focused at staff capacity within settings

- **For Leaders**- SLT/SENCOs- policy review and development to improve setting wide practice, develop senior knowledge and capacity
- **For whole workforce**- Training & resources to develop skills and evidence-based interventions focused on specific needs
- **For targeted professionals**- Modelling interventions, practice development and coaching/supervision for specific staff within setting

Support for settings at place level

- Available source of advice and guidance for education settings
- Whole area training opportunities
- Problem solving clinics
- Support for schools to engage with parent carers

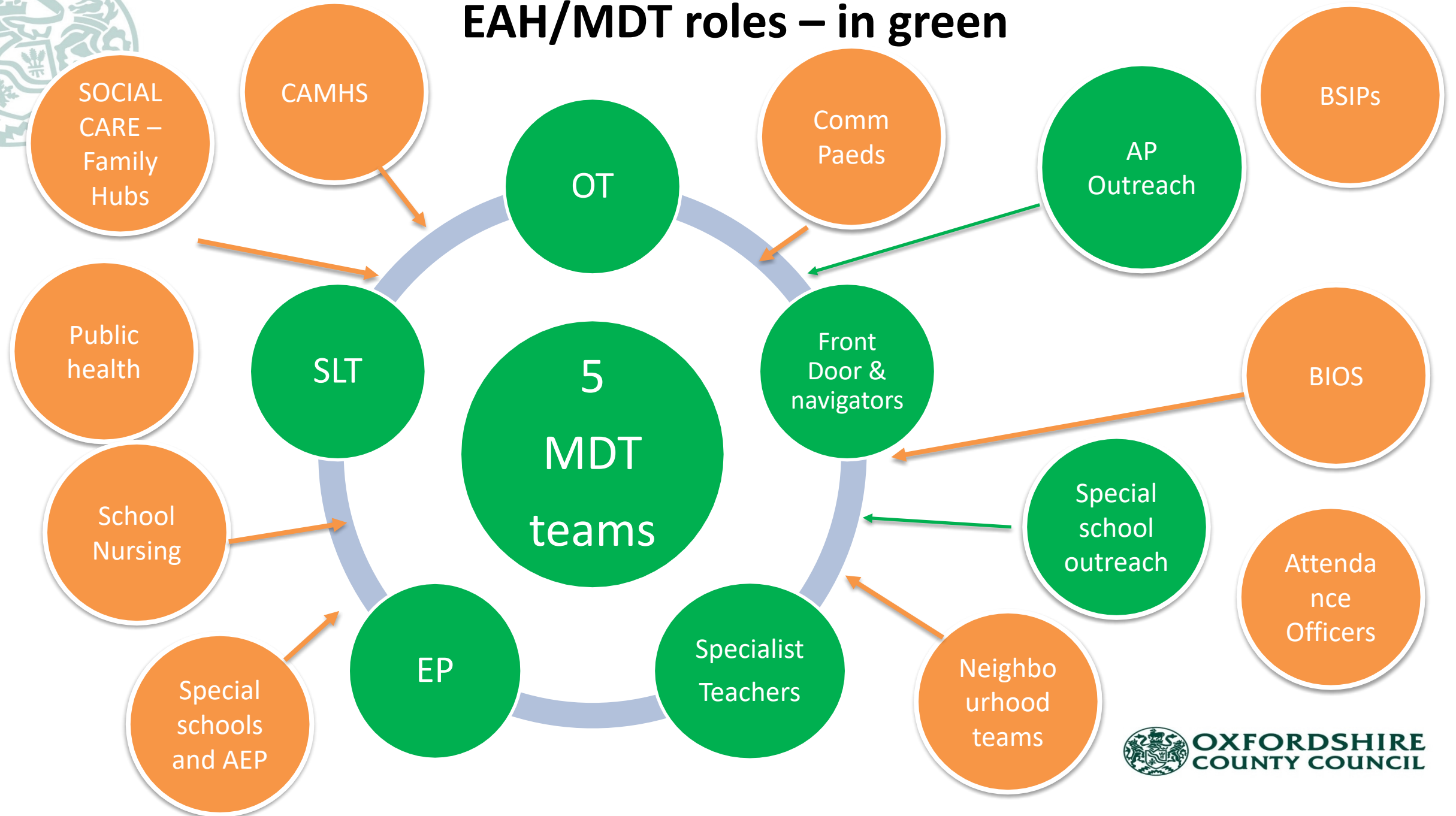
Experts at Hand: an offer of support to mainstream settings



Part of reforming the Special Educational Needs & Disabilities system to be:

Early Local Fair Effective Shared

EAH/MDT roles – in green



Governance diagram

