

Special Educational Consortium

20 asks of the DfE and the SEND Review

SEC's '20 asks' are summarised under four headings:

- Keep it early
- Keep children in school
- Keep children local, and
- A recovery programme for all

A fuller version of SEC's 20 asks is supported by a range of evidence and analysis.

Keep it early: early action to identify and meet needs

1. Earlier identification of and response to needs

Earlier identification of needs and a person-centred response at every age, from birth, and at every stage.

2. Improved qualifications across the early years workforce

A five-year plan to improve qualifications across the early years workforce, with a key focus on:

- a detailed understanding of child development
- understanding of SEN and disability responsibilities.

3. Home learning programmes for all children with SEN and disabilities

Family support for early learning to be made available for all children with SEN and disabilities and their families.

4. Integrated Review at 2

The 2-year-old check to be carried out as an Integrated Review with input from relevant specialists.

5. Transition planning for children and young people with SEN and disabilities

Transition planning for children and young people with SEN and disabilities:

- At each transition
- Children and young people are fully prepared with involvement of all key parties
- Transition carried out in accordance with: Children and Families Act, the regulations, the SEND Code of Practice and the Equality Act 2010.

Keep children in school: focus on the quality of universal provision in settings, schools and colleges

6. Clear statement of educational entitlement for all

High level, public ministerial commitments on educational entitlement of all children; including setting out actions to recognise and enable:

- all schools, colleges and settings to be for children and young people with SEN and disabilities
- support and training for all teachers as teachers of pupils with SEN and disabilities
- local implementation of children's legal entitlements under Education legislation, the Children and Families Act and the Equality Act.

7. Curriculum continuity and progression for all

National articulation of curriculum entitlement provides relevance, continuity and progression:

- from early years through to adulthood
- including for children 'falling below national expectations' in national tests

8. Increased focus on language and communication skills

Increased focus on language and communication skills as key to learning:

- including strategies through quality first teaching to support all children to develop skills in speaking and understanding language
- by strengthening SEN support for children and young people with speech, language and communication needs.

9. All teachers trained and supported

All teachers trained and supported in their initial training and throughout their career in:

- identifying and addressing the different learning, behaviour and wellbeing needs that underlie SEN and disabilities
- ensuring the views of children and young people are central to the way their needs are met
- understanding of effective practice to prepare and support young people with SEN and disabilities for their adult life
- understanding statutory responsibilities to children and young people with SEN and disabilities.

10. The achievement of all children counts

Statutory assessments at key stages and qualifications at key stages 4 and 5 recognise the achievements of all children and young people; and all young people have their achievements recognised when they leave school.

11. The progress of all children counts

The progress of all children counts towards school progress measures.

12. Funding recognises the additional costs of SEN and disability

- Increased proportion of funding allocated to schools and settings with higher levels of need
- increased proportion of funding allocated to pupils with higher levels of need, a tiered approach
- further exploration of a means of recognising disability and low incidence needs in the funding formulae
- funding in High Needs block is sufficient to meet needs of and specialist services for children with SEN and disabilities
- SEN support funding extended to young people in college at the same level as schools

13. Increased accountability for SEN and disability responsibilities

Better mechanisms for holding 'responsible bodies' to account for their responsibilities under the Children and Families Act and the Equality Act, including:

- Equality Act responsibilities including, in particular, the anticipatory duty to make reasonable adjustments
- Ofsted to carry out a thematic review of SEN and disability in schools, settings and colleges and to inspect all high needs funded provision
- No school, college or setting to be graded 'good' or 'outstanding' unless their SEN and disability provision is also 'good' or 'outstanding'.
- The LGSCO is given the power to investigate SEN complaints relating to schools and academies.

14. Presence, participation and learning for all

A national programme to increase participation of children with SEND in mainstream school-based education, including:

- Challenge to schools that operate exclusive admissions practices

- An evidence informed plan, including recommendations from the Timpson Review, is developed to eliminate the disproportionate exclusion of disabled children and young people and those with SEN
- tailoring provision to support pupils with medical needs and mental health needs currently over-represented in persistent absence figures.

15. Co-production at national and local level

No national or local SEN and disability policy to be developed or agreed without widespread engagement/coproduction with parent carers and children and young people themselves.

16. Specialist careers advice

Specialist careers advice provided for children and young people with SEN and disabilities from Year 9 onwards, with clear pathways to employment. This needs to be supported by a national training programme to ensure that all careers advisers are confident in delivering against the Gatsby benchmarks for all children and young people.

17. 'Ordinarily available provision' is agreed and published locally

'Ordinarily available provision' is jointly developed, agreed locally, published and kept under review locally as required by CFA 2014; 'ordinarily available provision' to include examples of the kinds of reasonable adjustments all schools are expected to make, in accordance with the Equality Act 2010.

Keep children local: an integrated approach, locally delivered

18. Local pathways ensure access to specialist expertise for children and young people at each phase of their education.

Local pathways to specialist expertise must:

- Be based on a sound understanding of local need
- Secure the range of specialist expertise to meet local needs
- Be strategically planned, including at regional level, where appropriate, for post-16 provision in particular
- Be jointly commissioned services to meet those needs
- Be supported by government investment to address the shortage of specialist services.

19. Increased availability of early help and family support

Increased availability of early help and family support, across all areas of need, to promote the welfare of children and families and ensure that children's legal entitlements under social care legislation are met.

A recovery programme for all

20. A strategic, fully-resourced education recovery programme that includes all children and young people with SEN and disabilities and addresses the specific needs of particular groups, including:

- those who are experiencing difficulties in returning to school
- those who require specialist support for their learning
- those whose experiences put them at risk of exclusion in the recovery period.

SEC is supported by: • Afasic • Ambitious about Autism • Association of Colleges • Association of Educational Psychologists • British Dyslexia Association • Centre for Studies on Inclusive Education • Contact • Council for Disabled Children • Down's Syndrome Association • Driver Youth Trust • Equals • Guide Dogs for the Blind • IASS network • I CAN • IPSEA • Just for Kids Law • Mencap • NAHT • Nasen • NASUWT • National Association of Independent Schools and Non-Maintained Special Schools • National Autistic Society • National Children's Bureau • National Deaf Children's Society • National Development Team for Inclusion • National Education Union • National Network of Parent Carer Forums • Natspec • Prospect • Royal National Institute of Blind People • Seashell Trust • SEND Community Alliance • SENDIASS • Sense • Square Peg • Thomas Pocklington Trust • United Kingdom's Disabled People's Council • Young Epilepsy