



Department
for Education

SEND Review

Right support, right place,
right time

Government consultation on the SEND
and alternative provision system in
England



What we want to cover today

A) Background to the SEND Review:

- Why the review was held
- Who we spoke to
- The problem we're trying to solve

B) The vision for the new SEND and AP system

- Built on consultation
- What's different
- Schools White Paper

C) How we want to deliver change:

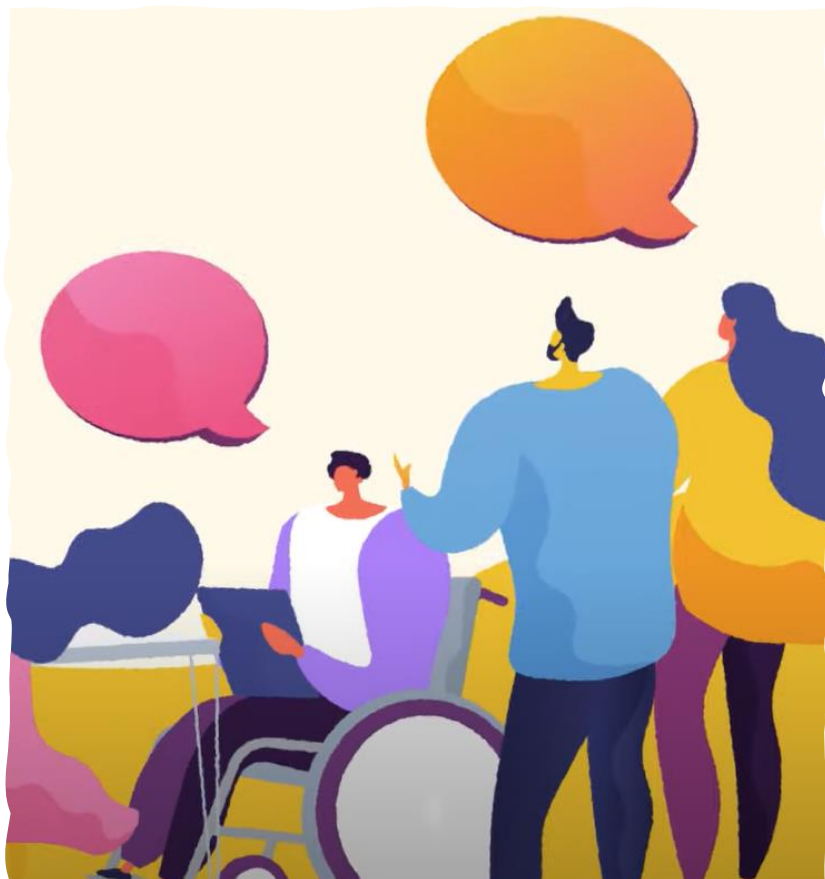
- Policy overview
- The policies in detail - and the questions in context

D) What happens next

E) Questions



Background to the SEND Review



- launched in response to growing frustration about the SEND system and to better understand children and young people with SEND and their families.
- sought to understand what was creating the challenges in the system and set out a plan for improvement.
- we have listened to hundreds of children and young people, families, teachers, and those working and local government.
- it became clear that alternative provision is increasingly a part of the SEND system. We therefore include alternative provision within the Review.

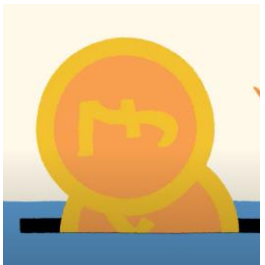
The problems the SEND Review sought to solve



Outcomes for children and young people with SEND are consistently worse than their peers - across almost every measure



Experiences of navigating the SEND system to secure support are poor

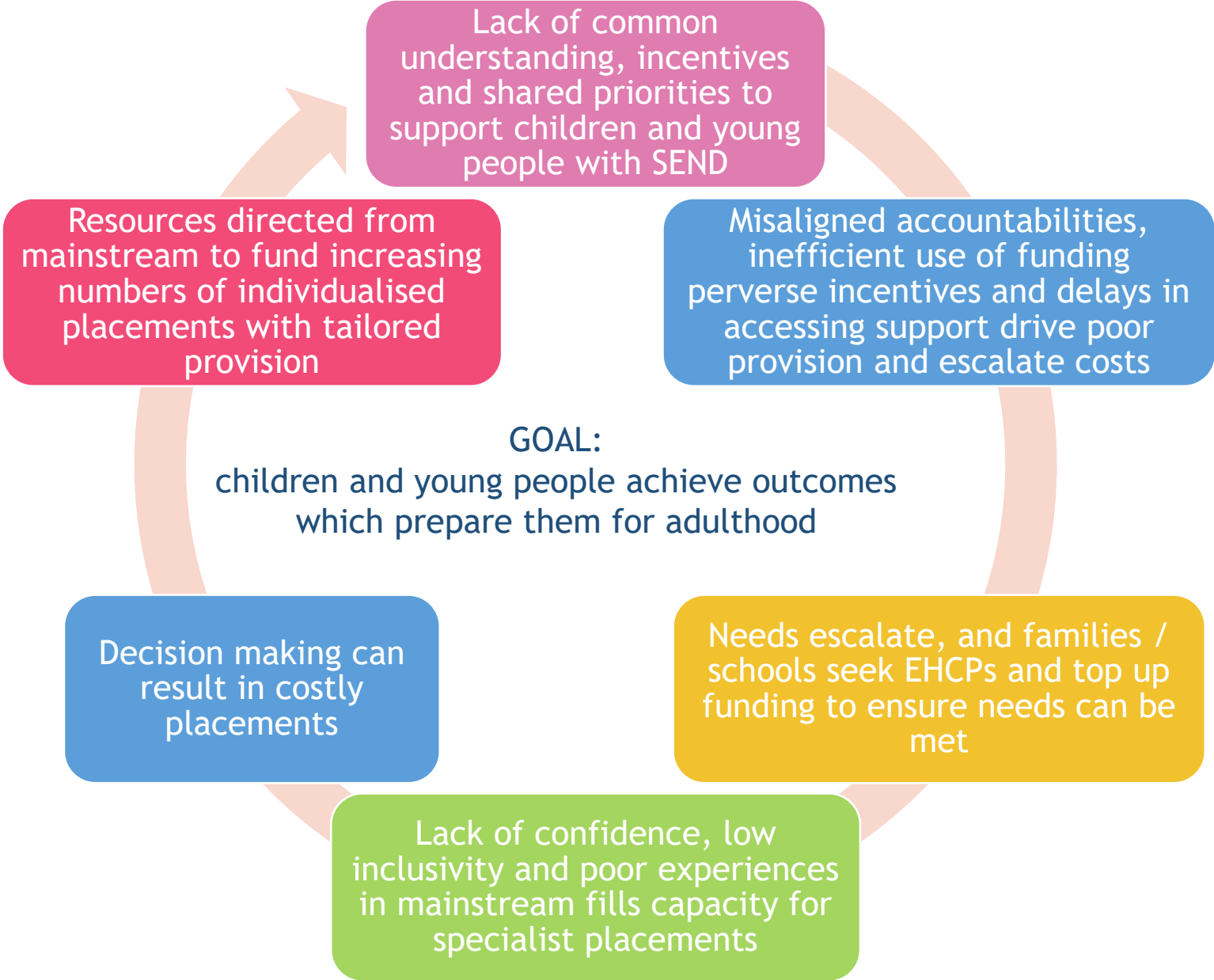


Despite unprecedented investment, the SEND system is not delivering value for money for children, young people and families



There is too much inconsistency across the country - with decisions made based on where a child lives, not on their needs

Our analysis found that there is a vicious cycle operating in the system



The vision of the SEND and alternative provision green paper

- Create a more inclusive education system with excellent local mainstream provision
- Improve the outcomes and experiences of children and young people with SEND
- Ensure there is a strong specialist sector
- Have greater national consistency in accessing support.
- Ensure that the system is financially stable and delivers value for money



Four sets of reforms happening at the same time provide a once in a generation opportunity for change:



Independent Care Review

A graphic for the SEND Review. At the top left is the HM Government logo. The text reads: "SEND Review: Right support, Right place, Right time". The graphic features a large green triangle pointing upwards, which contains three images: two boys in school uniforms looking at a book, a group of people in a meeting, and two boys talking.

SEND and AP green paper

A graphic for the Schools White Paper. At the top left is the HM Government logo. The text reads: "Opportunity for all: strong schools with great teachers for your child". The graphic features a large green triangle pointing upwards, which contains three images: a girl in school uniform writing, two boys in school uniforms talking, and a group of students in a classroom.

Schools white paper

Classification: Official
Publications approval reference: PAR642

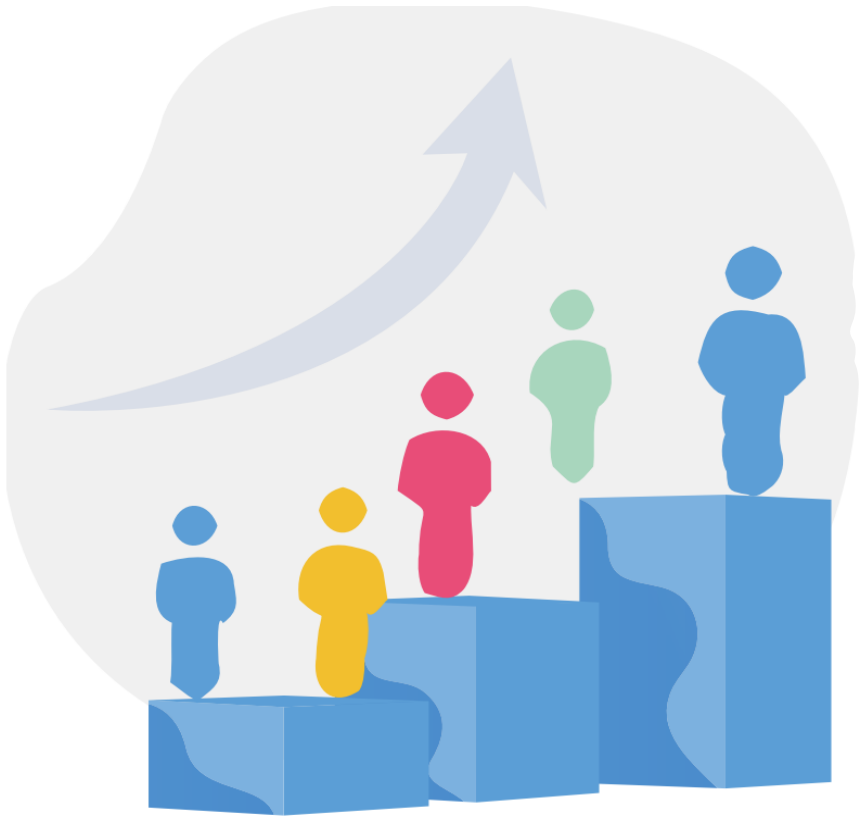


Integrated Care Systems: design framework

Version 1, June 2021

Health ICB reforms

The Schools White Paper



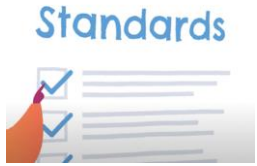
- An inclusive education system - "with excellent teaching and improved identification of need in inclusive educational settings, fewer children and young people will need additional interventions as they will be getting the support they need as part of high-quality teaching within the classroom."
- The target - 90% of pupils to achieve the expected standard in reading, writing and maths at the end of Key Stage 2 **by 2030**
- The Parent Pledge - if a child falls behind in the reading or maths, they will get the right support to get back on track
- Role of LA: at heart of the education system, championing all children in their area - especially most vulnerable

POLICY OVERVIEW

- The policies in detail
- The questions in context



The green paper proposes to deliver an improved system in five ways:



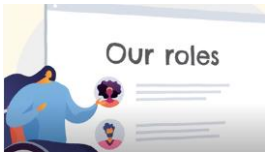
1. **Establish a national SEND and AP system** - with clear standards based on the evidence of what works - across 0-25 and across the spectrum of need, backed by clear processes.



2. **Building capacity in mainstream education** so all those working with children and young people with SEND have the knowledge and skills to do so.



3. **Appropriate and affordable specialist provision** for those who need it, including alternative provision. This should be high quality and close to home where possible.



4. **Clear roles, strengthened accountability and funding reform** so all partners have clear roles and responsibilities in line with nationally consistent expectations, and are held to account for delivering them.



5. **Delivering change for children and families**
A delivery programme to stabilize the system in the immediate term and deliver the necessary culture change to build an inclusive system in the longer term.

Standards



Establish a national SEND and AP system - backed by clear STANDARDS

Proposals

Set nationally consistent standards for:

- how needs should be identified and assessed
- appropriate provision for different types of need that should be made available
- standardised processes for accessing and reviewing support
- standards for co-producing and communicating with children, young people, parents and carers
- standards for transition

Consultation Questions

- What should the national standards consider so they can drive better outcomes and experiences for those with SEND?
- How should the new Local Inclusion Partnerships operate, and be overseen so they can do their jobs without unnecessary bureaucracy?
- What would help LAs to commission **low-incidence high-cost provision**, or other support that crosses LA boundaries?

ISSUE:

- There is **significant inconsistency** across the system in how needs are identified, what provision is made available, and processes for accessing support.
- Too often, decisions about provision are made **based on place, rather than a child's needs**.

Standards



ISSUE:

- EHCPs are very inconsistent - with considerable variation in the outcomes, quality of support detailed in them, and timescales. They do not consistently capture the needs of the children or young people.
- The EHCP process is often too bureaucratic, and families are frustrated that they can't access provision they think their children need.

Establish a national SEND and AP system - with consistent PROCESSES

Proposals

- Standardising and digitising EHCPs to ensure consistent access to specialist provision
- Support parents to express an informed preference for a suitable placement by providing a list of settings drawn from the local inclusion plan
- Streamline the redress process, aiming to resolve disputes earlier, including through mandatory mediation.

Consultation Questions

- What parts of the EHCP should be reviewed or amended as we move to a standard/ digitised plan?
- How should LAs work with parents to produce the tailored list of placements?
- Do you agree with the proposals on redress and mediation: if not what do you think should be done instead?
- Where pupils in schools have been discriminated against, are the remedies available to the SEND Tribunal effective to put their education back on track?



Expanding capacity to support children and young people with SEND in mainstream

ISSUE:

- Many mainstream education staff feel underconfident in supporting children and young people with SEND.
- Opportunities to offer support early are missed.
- Transitions between education stages and into adulthood are not planned for.
- It takes too long to get specialist support

Proposals

- Make greater use of existing opportunities to identify needs in the early years.
- Improved mainstream provision through excellent teacher training, a new SENCO NPQ for schools and further education.
- Local authority maintained special schools and alternative provision settings to join either specialist or mixed MATS
- Prepare children and young people with SEND for adulthood by improving access to support needed for effective transitions

Consultation Questions

- How can we strengthen links between early years health checks and early years so we can better identify and address needs early?
- Should DfE introduce a new mandatory SENCO NPQ to replace the NASENCO?
- Should DfE strengthen SENCO training by making sure heads are satisfied new SENCOs have or are training for the relevant qualification when taking on the role?
- Should we have both mixed MATs and specialist MATs?
- How can we best help young people access apprenticeships?



ISSUE

- Alternative provision (AP) schools are experts in dealing with needs that present a barrier to learning. But high-quality AP does not exist everywhere.
- Too often, the role of AP is unclear and it is used too late or in a way that is not best focused on children's needs.

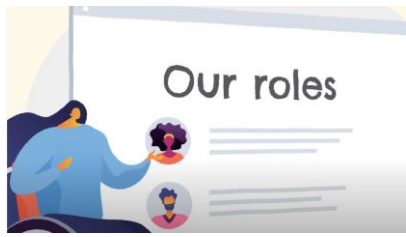
A reformed and integrated role for alternative provision

Proposals we're consulting on

- Create a new **national vision and delivery model** for AP that focuses on early intervention
- Distribute existing funding more effectively to AP schools by **breaking the link between individual pupil movements and funding** and providing multi-year funding agreements
- A **bespoke performance framework** for alternative provision schools
- Delivering greater oversight and transparency of **pupil movements** around the school system, including into and out of alternative provision
- Launch a **call for evidence on the use of unregistered provision** to investigate existing practice

Consultation Questions

- Will the new AP vision improve outcomes for children and young people?
- What needs to be in place to fund AP so it can be financially sustainable?
- Will a new bespoke performance framework for AP improve the quality of AP?
- Will a statutory framework to monitor pupil movements into/ out of AP provide enough oversight of how placements are being used?



Strengthened accountability and funding reform

Proposals

- **New national SEND standards**, steward and regulate the system jointly across education, health and care.
- **Local inclusion plans, underpinned by new inclusion dashboards** for 0-25 provision, offering a transparent picture of how the system is performing
- **Clear ladder of intervention** building on DfE's existing intervention programmes such as Safety Valve and Delivering Better Value
- **New funding agreements with local authorities** on how high needs budgets are spent, with wider **funding reform on new funding bands and tariffs** aligned to standards
- Working with DHSC on **statutory guidance for ICBs** underpinned by NHS England's statutory powers to intervene if needed.

Consultation Questions

- What measures should be used to monitor local and national performance of the SEND system through the inclusion dashboard?
- How should the national funding banding/ tariffs be introduced to avoid any unintended consequences?

ISSUE:

- Misaligned system incentives and accountabilities are driving poor outcomes and high costs in the current system.
- Every partner needs to be **clear on their role** in the system and have the right **incentives and levers** to fulfil that role, and be **held accountable** for doing so.



ISSUE:

A well-designed delivery programme to stabilize the system in the immediate term and deliver the necessary culture change to build an inclusive system in the longer term.

Delivering change for children and families

Proposals

- Publish a delivery plan later this year with next steps on reform

We have work underway now to start delivering change:

- Invest an additional £235m for high needs funding for 2022-23
- Stabilise local SEND systems through the £300 million Safety Valve Programme and £85 million Delivering Better Value programmes
- Invest £2.6bn over next 3 years to deliver new specialist places for children and young people with SEND/in AP
- Invest £30m over next 3 years to fund up to 10,000 respite placements

Consultation Questions

- How should the National SEND advisory board work with Local Inclusion Partnerships to make sure the policies in this document are delivered?
- What needs to be in place to enable Local Inclusion Partnerships to deliver these reforms in their area?
- What support needs to be in place to help areas transition to the new system?

Summary and next steps: Right Support, Right Place, Right Time



- The Review has heard that we need a more inclusive system in order to ensure that CYP with SEND are set up to thrive and are prepared for adulthood.
- We will set out a well-designed delivery programme with a clear roadmap for improvement that stabilises the system in the immediate term and delivers the necessary culture change to build an inclusive system in the longer term.
- Our proposals respond to the need to restore families' trust and confidence in an inclusive education system with excellent mainstream provision that puts children and young people first.

Please respond to our consultation questions



- <https://sendreview.campaign.gov.uk>
- Closes at 11:45pm on 22 July 2022
- Please respond!



Department
for Education

Thank you for your time.

We are happy to answer questions.

