



Confederation
of School Trusts

SEND Green Paper – high level summary of key policy themes and proposals

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Six chapter headings

1. The case for change
2. A single national SEND and alternative provision system
3. Excellent provision from early years to adulthood
4. A reformed and integrated role for alternative provision
5. System roles, accountabilities and funding reform
6. Delivering change for children and families

Three key challenges

1. Outcomes for children and young people with SEN or in alternative provision are poor
2. Navigating the SEND system and alternative provision is not a positive experience for children, young people and their families
3. Despite investment, the system is not delivering value for money for children, young people and families

The Green Paper proposes that a vicious cycle of late intervention, low confidence and inefficient resource allocation is driving these challenges

A single national SEND and AP system

- Legislate for new National Standards for SEND and AP
- Review and update the SEND Code of Practice to ensure it reflects the new national standards to promote nationally consistent systems, processes and provision
- Introduce new local SEND partnerships to produce a local inclusion plan setting out how each local area will meet the National Standards
- Introduce a standardised and digitised EHCP process and template to minimise bureaucracy and deliver consistency and mandate multi-agency panels
- Introduce a new national framework of banding and price tariffs for high needs funding, matched to levels of need and types of education provision set out in the new national SEND standards
- Amend the process for naming a place in a EHCP by providing a tailored list of settings, drawn from the local inclusion plan, including mainstream, specialist and independent
- Streamline the redress process through mandatory mediation

Excellent provision from EY to adulthood

- Increase total investment in schools' budgets by £7 billion by 2024-25, compared to 2021-22, including an additional £1 billion in 2022-23 for complex needs
- Consult on the introduction of a new SENCo NPQ, and increase the number of staff with an accredited Level 3 SENCo qualification in EY
- Commission analysis to better understand the support that children and young people with SEND need from the health workforce
- Fund more than 10,000 additional respite placements through an investment of £30 million, alongside £82 million to create a network of family hubs
- Invest £2.6 billion, over the next three years, to deliver new places and improve existing provision for pupils with SEND or who require alternative provision
- By 2030, all schools, including special & AP in a strong trust – or plans to join or form one
- Invest £18 million over the next three years to build capacity in the Supported Internships Programme, and improve transitions, introducing Common Transfer Files alongside piloting the roll out of adjustment passports

A reformed and integrated role for AP

- Make AP an integral part of local SEND systems by requiring new local SEND partnerships to plan and deliver an alternative provision service focused on early intervention
- Give alternative provision schools the funding stability to deliver a service focused on early intervention by requiring local authorities to create and distribute an alternative provision-specific budget
- Build system capacity to deliver the vision through plans for all alternative provision schools to be in a strong multi-academy trust, and open new alternative provision free schools where they are most needed
- Develop a bespoke performance framework for alternative provision which sets standards focused on progress, re-integration into mainstream education or sustainable post-16 destinations
- Deliver greater oversight and transparency of pupil movements including placements into and out of alternative provision
- Launch a call for evidence, before the summer, on the use of unregistered provision to investigate existing practice

System roles and accountabilities

- Deliver clarity in roles and responsibilities - health, care and local government
- The DfE, in its role as the regulator, will enter into new funding agreements with local authorities to provide greater accountability and transparency
- DfE Regions Group to take responsibility for holding local authorities and trusts to account for local delivery in line with the new national SEND standards.
- Provide statutory guidance to Integrated Care Boards (ICBs) to set out clearly how statutory responsibilities for SEND should be discharged
- Introduce new inclusion dashboards for 0-25 provision, offering a timely, transparent picture of how the system is performing at a local and national level across education, health and care
- Work with Ofsted/Care Quality Commission (CQC) for an updated Local Area SEND Inspection Framework

National SEND Standards

Proposed national standards will include:

- How needs should be identified and assessed
- The appropriate provision that should be made available for different types of need
- Standardised processes for accessing and reviewing support
- Standards for co-producing and communicating with children, young people, parents and carers
- Standards for transitions

Key metrics to monitor system health

- **Outcomes and experiences** – examples include attainment and absence rates, tribunal appeal rates, proportion of children with SEN excluded and percentage of young people with SEN in employment, apprenticeships or higher education after 16-18 study
- **Identification of need** – examples include proportions of children with different types of needs, percentage of pupils with EHCPs, timeliness of EHCP assessments, and measures on the availability and access to community health services (such as waiting times)
- **Value for money** – examples include high needs spending, high needs budgets surplus or deficits and percentage of spend in and out of area provision

School and Trust accountabilities

- Update Compare School and College Performance (also known as performance tables) to support parents, young people and wider stakeholders to consider contextual information about a school or college alongside their results data.
- The new Ofsted Education Inspection Framework (EIF) (2019) has a greater emphasis on how schools support children and young people with SEND to succeed.
- A new national performance framework for AP based on 5 key outcomes:
 1. effective outreach support
 2. improved attendance
 3. reintegration
 4. academic attainment, with a focus on English and maths
 5. successful post-16 transitions

Funding reform

- Introduce a new national framework of banding and price tariffs for funding, matched to levels of need and types of education provision set out in the national standards
- Further consultations on the direct NFF will consider options for calculating notional SEN budgets within the schools NFF. DfE says that some threshold should be retained, but they will consider whether the £6,000 per pupil, per year remains the right threshold beyond which schools can expect to draw down additional high needs funding.
- In the short term, DfE will issue guidance to local authorities on how they should calculate their notional SEN budgets within their local funding formula to bring some consistency to what is currently a very variable approach taken by different local authorities.

Delivering change for children & families

- Stabilise local SEND systems by investing an additional £300 million through the Safety Valve Programme and £85 million in the Delivering Better Value programme
- Task the DfE SEND and AP Directorate to work with system leaders from across education, health and care and the Department of Health and Social Care to develop the national SEND standards
- Support delivery through a £70 million SEND and AP change programme to both test and refine key proposals and support local SEND systems across the country to manage local improvement
- Publish a national SEND and alternative provision delivery plan setting out government's response to this public consultation and how change will be implemented in detail and by whom to deliver better outcomes for children and young people
- Establish a new National SEND Delivery Board to bring together relevant government departments with national delivery partners including parents, carers and representatives of local government, education, health and care to hold partners to account for the timely implementation of proposals



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Thank you

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