

Proposed changes to the law on SEND – what they mean and how to have your say

Our Voice Parent Carer Forum for Enfield:
SEND Review: The Green Paper

Members of

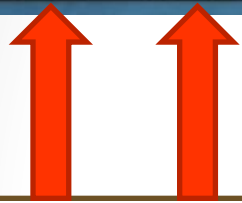


National Network of Parent Carer Forums
'Our Strength is our Shared Experience'
www.nnpcf.org.uk

Our Voice



Using Zoom



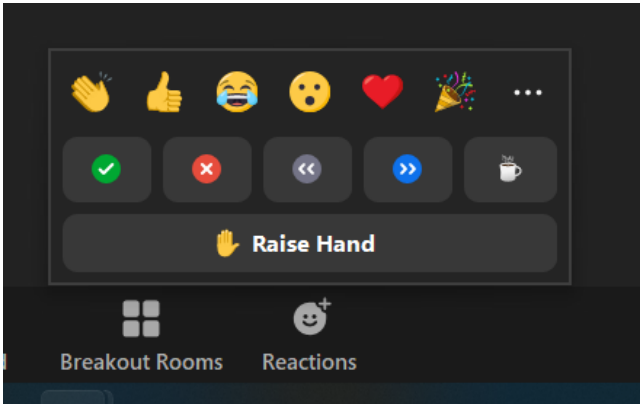
Please keep yourself muted when you are not speaking to avoid background noise. You can also switch off your camera if you wish (or if you experience connection problems)



You can use the chat function here to ask any questions. You can send to everyone or just to the Our Voice team.



If you click on the on the reactions box above you get an option to 'raise your hand'



SEND Review : Green Paper

- Introduction: What is the SEND Review and the Green Paper (and the White Paper)?
- Consultation on SEND and AP Provision
- Our thoughts as a Forum, in line with NNPCF (National Network of Parent Carer Forums)
- What is being proposed and relevant questions in the Green Paper
- Schools White Paper relevance to SEND
- Various ways to respond to the consultation
- Further Resources and reading
- Our prepared Q&A
- Q&A



SEND and AP Provision: Problems & reasons identified by DfE

- **Green paper:** government consultation on proposed policy, seeking views from interested parties
- **White paper:** published statement of government policy or strategy (often following consultation on its Green Paper)
- *Problems:* Poor outcomes for CYP with SEND and in AP; low parental and provider confidence; financial unsustainability
- *Reasons:* Late intervention, low parental confidence; inefficient allocation of resources

Alternative Provision

Education arranged by LA for pupils would not otherwise receive suitable education.

Covers a wide provider base, including PRUs, alternative provision academies and free schools, and independent settings.

Role and purpose of AP is often unclear, so too many children are not in right place, not receiving right education and support.

SEND Review Green Paper:

Children & Families Act 2014: Laws on SEND

- Right reforms but in the wrong environment
- What was the Impact?

SEND Review can be a reset

- This time it should be a culture change – SEND is everyone's business
- Actual implementation
- All parties, LA, schools, Health, Social Care and families aligned and coproducing



Forum Response

Agree

- Minimum standards across education, health and social care
- Joint commissioning
- Focus on workforce development
- Focus on implementation
- Update CoP 2015 to include national standards
- More money
- Digitised EHCP template

More Clarity

- Responsibilities, powers, accountability and regulation – how will they work?
- New national system of banding and price tariffs
- New redress process

Real concerns

- Naming schools in EHCP from a 'tailored list'
- Silence on young people not destined for FE, training or work
- Not enough focus on Health and Social Care - main focus is on LA and schools



Proposal and relevant question

Chapter	Proposal	Page	Question	Page
2. A single national SEND and AP provision system	New national SEND standards	27	1. What key standards should be considered when developing national standards to ensure they deliver improved outcomes and experiences for CYP with SEND and their families? This includes how the standards apply across education, health and care in a 0-25 system?	29
	New local SEND partnerships to ensure effective local delivery	29	2. How should we develop the proposal for new local SEND partnerships to oversee the effective development of local inclusion plans whilst avoiding placing unnecessary burdens or duplicating current partnerships?	30
			3. What factors would enable LAs to successfully commission provision for low-incidence high-cost need, and further education, across LA boundaries?	31
	Mandating the use of local multi-agency panels to improve parental confidence in EHC needs assessment process	31	4. What components of the EHCP should we consider reviewing or amending as we move to a standardized and digitized version?	33

Proposal and relevant question

Chapter	Proposal	Page	Question	Page
2. A single national SEND and AP provision system	Standardise EHCPs to ensure consistent access to specialist provision	31		
	Digitise EHCPs to reduce bureaucracy	32		
	Amend the process for naming a place within an EHCP	34	5. How can parents and Las most effectively work together to produce a tailored list of placements that is appropriate for their child, and gives parents' confidence in the EHCP process?	34
	Strengthen earlier redress through clear national standards and the introduction of mandatory mediation	34	6. To what extent do you agree or disagree with our overall approach to strengthen redress, including through national standards and mandatory mediation?	35
			7. Do you consider the current remedies available to the SEND Tribunal for disabled children who have been discriminated against by schools effective in putting CYP back on track?	36

Proposal and relevant question

Chapter	Proposal	Page	Question	Page
3.Excellent provision from Early Years to Adulthood			8. What steps should be taken to strengthen early years practice with regard to conducting the 2 year old progress check and integration with the Healthy Child Programme review?	39
	Support families at every stage	41		
	Deliver excellent teaching and high standards of curriculum in every mainstream school	41		
	Introduce a new SENCo qualification	44	9. To what extent do you agree or disagree that we should introduce a new mandatory SENCo NPQ to replace NASENCo?	44
			10. To what extent do you agree or disagree that we should strengthen the mandatory SENCo training requirement by requiring that headteachers must be satisfied that the SENCo is in the process of obtaining the relevant qualification when taking on the role?	45

Proposal and relevant question

Chapter	Proposal	Page	Question	Page
3.Excellent provision from Early Years to Adulthood	Improve timely access to specialist support	46		
	Invest in high-quality specialist placements where needed	48		
	Set out a timeline so, by 2030, every specialist setting can benefit from being part of a strong trust	48	11. To what extent do you agree or disagree that both specialist and mixed MATs should coexist in the fully trust-led future? This would allow current LA maintained special schools and AP settings to join either type of MAT.	49
	Support young people in their transition to further education	51		
	Prepare young people with SEND for adulthood	52	12. What more can be done tby employers, providers and government to ensure that those young people with SEND can access, participate in and be supported to achieve an apprenticeship, including through access routes like Traineeships?	53

Proposal and relevant question

Chapter	Proposal	Page	Question	Page
4. A reformed and integrated role for AP	Needs met by AP	57		
	What prevents these needs being met?	57		
	Create a new national vision for AP	59	13. To what extent do you agree or disagree that this new vision for AP will result in improved outcomes for children and young people?	60
			14. What needs to be in place in order to distribute existing funding more effectively to AP schools to ensure they have the financial stability required to deliver our vision for more early intervention and reintegration?	62
	Build capacity to create world class support in every area	62		
	Ensure the system is set up for success	62	15. To what extent do you agree or disagree that introducing a bespoke AP performance framework, based on these 5 outcomes the quality of life outcomes? Effective outreach support; improved attendance; reintegration; academic attainment with a focus on English and Maths; successful; post-16 transitions?	63
	Improve oversight of AP placements	63	16. To what extent do you agree or disagree that a statutory framework for pupil movements will improve oversight and transparency of placements into and out of AP?	64

Proposal and relevant question

Chapter	Proposal	Page	Question	Page
5. System roles, accountabilities and funding reform	Strengthen system accountabilities	67		
	Hold LA and MATs to account for local delivery	67		
	Strengthen accountability within the Health system for SEND	68		
	Make better use of data in the SEND system	68	17. What are the key metrics we should capture and use to measure local and national performance?	70
	Update performance metrics for education providers	70		
	Work with OFSTED to update the LA SEND and AP inspection framework	71		
	Reform funding for a strong and sustainable system	72	18. How can we best develop a national framework for funding bands and tariffs to achieve our objectives and mitigate unintended consequences?	73
	Early Years funding	73		

Proposal and relevant question

Chapter	Proposal	Page	Question	Page
6. Delivering Change for Children and Families	Establish a SEND Delivery Board	76	19. How can the National SEND Delivery Board work most effectively with local partnerships to ensure the proposals are implemented successfully?	77
	Align with wider reforms and changes to the delivery landscape	77		
	Change for children and families	78	20. What will make the biggest difference to successful implementation of these proposals? What do you see as the barriers to and enablers of success?	79
	Next Steps	79	21. What support do local systems and delivery partners need to successfully transition and deliver the new national system?	79
			22. Is there anything else you would like to say about the proposals in the Green Paper?	79

Schools' White paper

- Strong MAT defined to provide 'high quality and inclusive education' – How will this be regulated and enforced?
- Concern at target of 90% to meet reading, writing and maths, given 15% of cyps with SEND. Danger of off-rolling cyps with SEND to achieve.
- Parent pledge may offer additional rights to SEND parents, but no mention of diverse needs e.g. therapies
- Targeted support welcome, but not only academics. Need therapies and non-academics to be included
- Accountability of mainstream schools, especially MATs, with regards to SEND
- Focus on behavior and attendance is still problematic



Various ways to respond

OV News page on website at

<https://www.ourvoiceenfield.org.uk/news/show/183>

Key links -

- NNPCF survey: <https://www.surveymonkey.co.uk/r/J63QX22>
Consultation: <https://consult.education.gov.uk/send-review-division/send-review-2022/consultation/>
- Government summary: <https://www.gov.uk/government/publications/send-and-ap-green-paper-responding-to-the-consultation>
- Presentation from the NNPCF webinar <https://contact.org.uk/wp-content/uploads/2022/05/23.05.22-Presentation-%E2%80%98NNPCF-response-to-the-SEND-Green-Paper-online-learning-session.pdf>

Further Resources and reading

- Special Needs Jungle page <https://www.specialneedsjungle.com/> especially: [SENDReview: Everything you need to respond to the Green Paper - Special Needs Jungle](#)
- IPSEA page on SEND Review [SEND Review is 'a wolf in sheep's clothing' – Government proposals will mean complete overhaul of SEND law \(ipsea.org.uk\)](#)