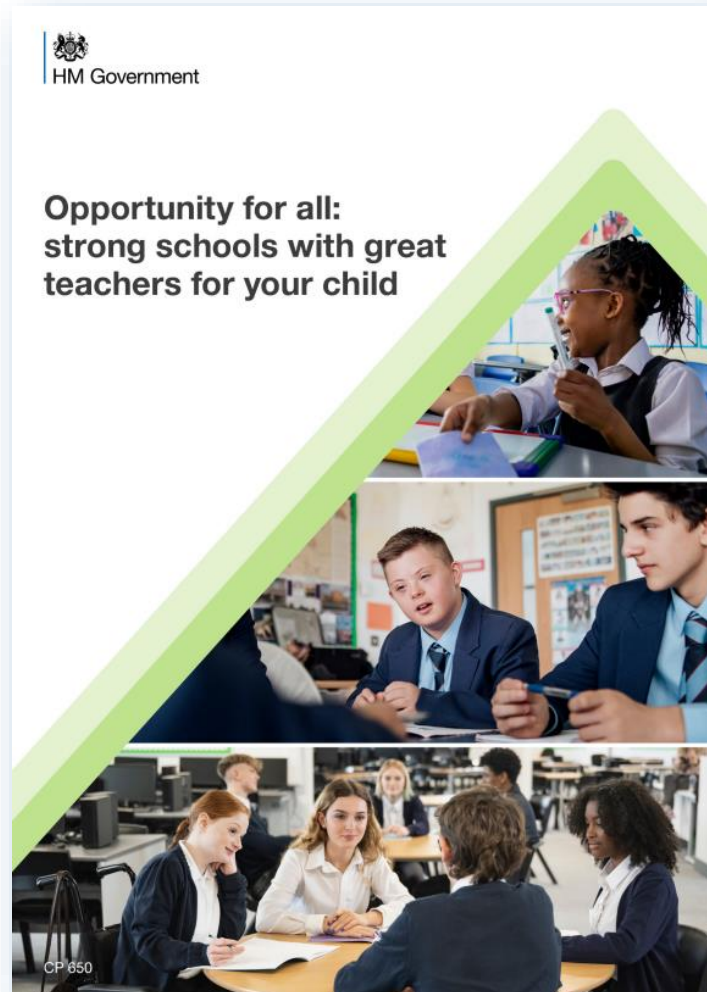
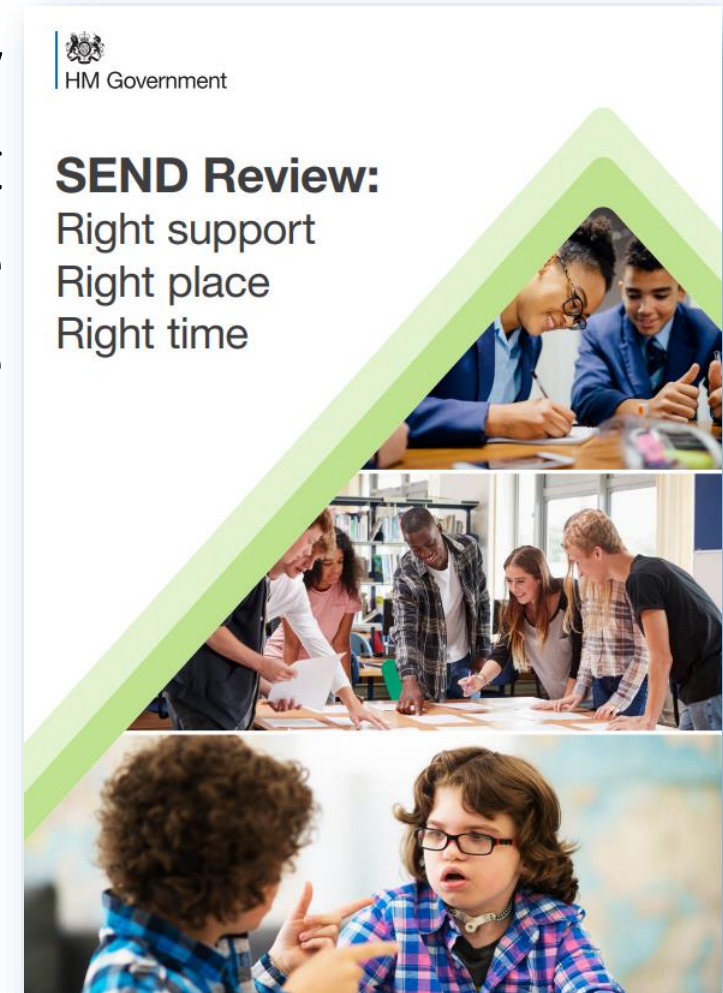


Education White Paper and SEND Review

Education
Opportunity
for all



SEND Review
Right support
Right place
Right time



Government's vision for Education

A school system that helps every child to fulfil their potential by receiving the right support, in the right place, at the right time

Education White Paper

This **policy paper** sets out the vision for education from early years to university

- It is written for parents. Some details are included many are still to be developed
- Discussions & developments across the four themes will continue over the next few years
- Legislation is required for a number of proposals within the paper

Create a more inclusive education system with excellent local mainstream provision which will improve the experience and outcomes for children and young people with special educational needs and those who need alternative provision

SEND Green Paper

This **green paper** sets out 3 key challenges and consults on their proposals to

- Improve outcomes for children and young people with SEN or in alternative provision
- Create a more positive experience for children, young people and their families navigating the SEND system
- Deliver value for money for children & young people with SEND and their families



HM Government

**Opportunity for all:
strong schools with great
teachers for your child**

Education White Paper



CP 650

An excellent teacher for every child



- Early years and crucial stage of development to lay foundations – particularly Speech Language and Communication
 - Quality of teaching and leadership
 - Inclusive education system
 - Focus on evidence based approaches – ongoing support to Education Endowment Foundation (EEF)
- Reformed teacher training
 - Every teacher in schools or 16-19 colleges to access training & new qualifications including:
 - A new Leading Literacy National Professional Qualification (NPQ)
 - A new Early Years Leadership NPQ
 - A new SENCO NPQ (subject to consultation)
 - Up to £180m investment in Early Years workforce to support literacy & numeracy
- Commitment to raise teacher starting salaries to £30k
 - Incentives for teachers to work in disadvantaged areas in physics, chemistry, maths & computing subjects (starting with education improvement areas)

High standards of curriculum, attendance and behaviour

- Well designed curriculum: broad, ambitious & knowledge-rich
- Literacy and numeracy focus
- New arms-length curriculum body, OAK national academy, to create & improve digital curriculum resources & video lessons
- Assessments remain but new sample test of Yr 9 literacy and numeracy
- Structured practice, shared curriculum resources
- Sport, music and cultural opportunities as an entitlement and support for children's health and wellbeing
- Careers programme for Primary Schools and extension of advice in secondary schools to include apprenticeships and technical routes



- High expectations for every child on attendance and behaviour (school culture impact)
- Improved attendance and behaviour through:
 - strengthened regulations for joint working between local services
 - a national behaviour survey
 - teacher development programme through Behaviour Hubs
 - funding for Behaviour & Culture NPQ so teachers deliver high standards of behaviour

High standards of curriculum, attendance and behaviour

- A new national expectation for time spent in school - minimum 32.5 hrs/week (in 10 sessions) in mainstream schools
- Work with LAs and schools to improve attendance – Education Endowment Foundation (EEF) attendance interventions and voluntary standards for attendance professionals
- A secure future for the Education Endowment Foundation. EEF will be re-endowed with at least £100m for at least the next decade
- Revised Attendance Guidance issued May 2022

- Increase use of Alternative Provision as an early intervention (SEND review)
- Long term specialist support in Alternative Provision for those excluded

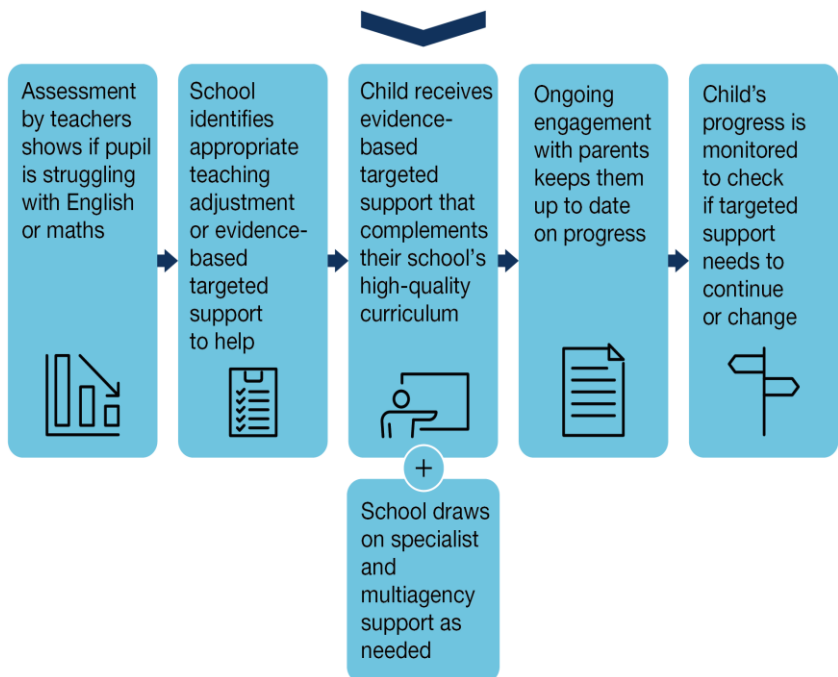
- Statutory expectations of LA attendance services to reengage pupils who have less than 50% of sessions in school – severely absent
- New data system to collect and share attendance data
- Register for children not in school including Home Educated (EHE) and those Educated Other Than at School (EOTAS)
- Use of data across LAs and multi-agency teams



Targeted support for children who are behind in maths or English

Our Parent Pledge:

Any child that falls behind in English or maths should receive timely and evidence-based support to enable them to reach their potential



- Focus on those falling behind in English and mathematics
 - High quality teaching, identification and support for SEND and disadvantaged
- A Parent Pledge
 - Support without requiring a label
- Addressing the attainment gap through effective use of Pupil Premium
- Response to the pandemic (15 hr tutoring courses) – delivered by new or existing staff
- Up to 6 million tutoring courses by 2024 with action to cement 1-1 and small group tuition as a permanent feature of the school system

- Reform of SEND and Children's Social Care systems – joined up support
- Investment in new places for SEND and Alternative Provision
- Hold LA and academy trusts to account for local delivery for SEND

- Work with Virtual Headteacher – to deliver for
 - Children Looked After
 - Children who were Looked After
 - Children with a social worker

Expand Supporting families programme and Holiday Activities & Food

A stronger and fairer school system that works for every child

- By 2030 all schools in families of schools in a MAT or have plans to join or form one
- 2 consecutive below Good judgements moved into MATs
- Training for MAT leaders
- MATs should have at least 7500 pupils or at least 10 schools
- Special schools in specialist trusts or mixed trusts
- Decisions for MATs based on what is right for children and communities
- All MATs to have local governance arrangements (different from previously)
- Strong trusts will be solely accountable for school improvement
- Trusts required to work with others, the LA and the wider sector



55 Education Investment Areas to increase funding and support to areas in most need, plus extra funding in 24 Priority EIAs facing the most entrenched challenges

A stronger and fairer
school system that works
for every child



- LAs – championing all children especially the most vulnerable
- Current mixed system allows vulnerable children to fall through the gaps
- Coordinating role across services to improve outcomes
- New legal powers – co-design the detail over the coming months
- Education Investment areas where outcomes and progress is weak
- All schools to be inspected under the new Ofsted framework by 2025
- Collaboration and co-operation between LAs and MATs on admissions and attendance






A stronger and fairer school system that works for every child



- LAs to be able to establish MATs
 - Allowing high-performing schools with a track record of local partnership to work within their system
 - DfE will determine whether there is a need for an LA MAT
 - Board Members of LA MAT could have strong LA connection but LA must be no more than 20% of Trustees
- Every part of the system inc MATs and LAs held accountable with clear roles and responsibilities
 - Development of statutory trust standards
 - High Quality Inclusive Education
 - School Improvement
 - Strategic Governance
 - Financial Management
 - Workforce

Roles and responsibilities in the future schools system

Local organisation






	Local authority (LA) Plans and secures provision	Multi-academy trust (MAT) Provides education
 Sufficiency	<ul style="list-style-type: none"> • Forecasts pupil place needs and identifies viable options (for mainstream, AP and specialist schools) – including via the free school presumption process. • Can object to the Schools Adjudicator about pupil admission numbers (PANs) for mainstream schools, where there is a need for an increase. 	<ul style="list-style-type: none"> • Collaborates with other trusts and with the LA to support the development of place plans and deliver agreed places.
 Admissions	<ul style="list-style-type: none"> • Co-ordinates admissions, including managing in-year applications. • Convenes multi-agency in-year placement panels for vulnerable and unplaced children. • Has a backstop power to direct admission of a child if required. 	<ul style="list-style-type: none"> • Develops admission policies and makes decisions. • Participates in multi-agency in-year placement panels for vulnerable and unplaced children. • Establishes an independent appeals panel where needed.
 Safeguarding	<ul style="list-style-type: none"> • The Local Safeguarding Partnership (LSP) sets out local safeguarding arrangements. • The LA commissions and oversees the audit process, referring non-compliance to DfE. 	<ul style="list-style-type: none"> • Carries out statutory duties, including completing the LSP's safeguarding audits
 Attendance	<ul style="list-style-type: none"> • Ensures all children in their area are in education. • Works with schools to identify pupils at risk of poor attendance and supports them to attend. 	<ul style="list-style-type: none"> • Supports leadership focus on improving attendance across all its schools, as part of overall trust improvement efforts.
 Ensuring quality		<ul style="list-style-type: none"> • Adhere to the statutory academy standards and proactively develops characteristics of a strong trust.

Standards, regulation and intervention

Department for Education

Policy and standards

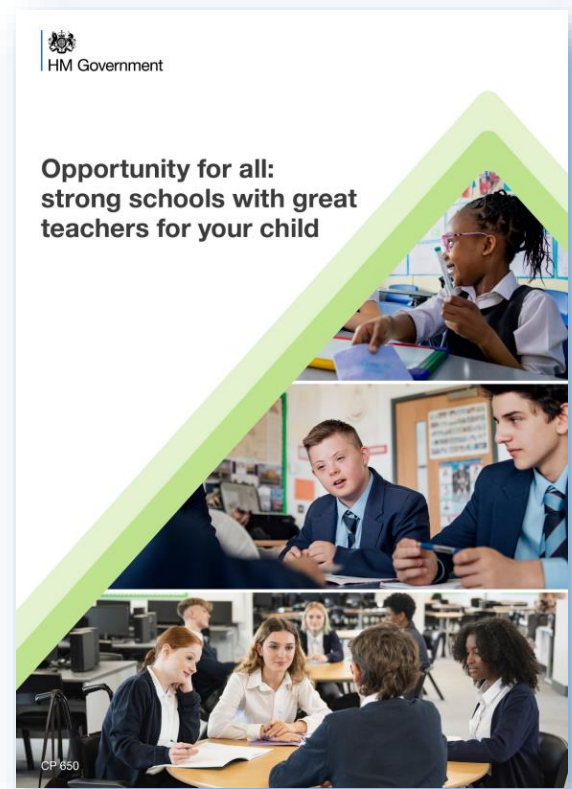
Regions Group

 Sufficiency	<ul style="list-style-type: none"> • Sets the framework for central free school applications. • The Secretary of State signs new funding agreements and amends them for material changes. • DfE quality assures pupil forecasts and provides basic need and high needs funding to LAs. 	<ul style="list-style-type: none"> • Makes decisions about expanding and creating trusts and schools, working alongside LAs and trusts to ensure place plans align. • Proactively monitors and intervenes where necessary by removing schools from poor trusts or merging trusts. • Assesses and recommends approval of central free school applications.
 Admissions	<ul style="list-style-type: none"> • Sets the national framework – including the School Admissions Code. 	<ul style="list-style-type: none"> • Intervenes where a trust is in breach of its funding agreement or statutory requirements, including compliance with admissions law.
 Safeguarding	<ul style="list-style-type: none"> • Sets standards for the safeguarding audit process and trust safeguarding arrangements. 	<ul style="list-style-type: none"> • Seeks assurance from trusts on compliance when concerns are raised. • Intervenes when breaches occur.
 Attendance	<ul style="list-style-type: none"> • Sets standards to ensure all children are thriving and engaged in education. 	<ul style="list-style-type: none"> • Consider attendance as part of decision making.
 Ensuring quality	<ul style="list-style-type: none"> • Sets statutory standards for trusts, and develops the strong trust framework. • Stewards the trust system. 	<ul style="list-style-type: none"> • Takes a single regulatory approach to act as the single regulatory interface based on the regulatory framework. • Commissions support and intervenes in under-performing trusts or academies. • Decides sponsoring trusts for inadequate schools. • Brokers trust growth.

*The Regions Group is comprised of Regional Directors (previously Regional Schools Commissioners) as the primary regulatory interface, supported by the ESFA who provide financial assurance.

Key Themes for Leicester City

- Inclusion Agenda
- LA in a Multi-Academy Trust
- LA to champion children's' interests
- Sharing of information between those working with vulnerable children
- Safeguarding - Local Safeguarding Partnerships commissioning of 3 yearly safeguarding audits
- Links to other key reforms/changes: ICS, Children's Social Care, SEND
 - SEND Green Paper – mainstream, specialist and AP development



SEND Green Paper

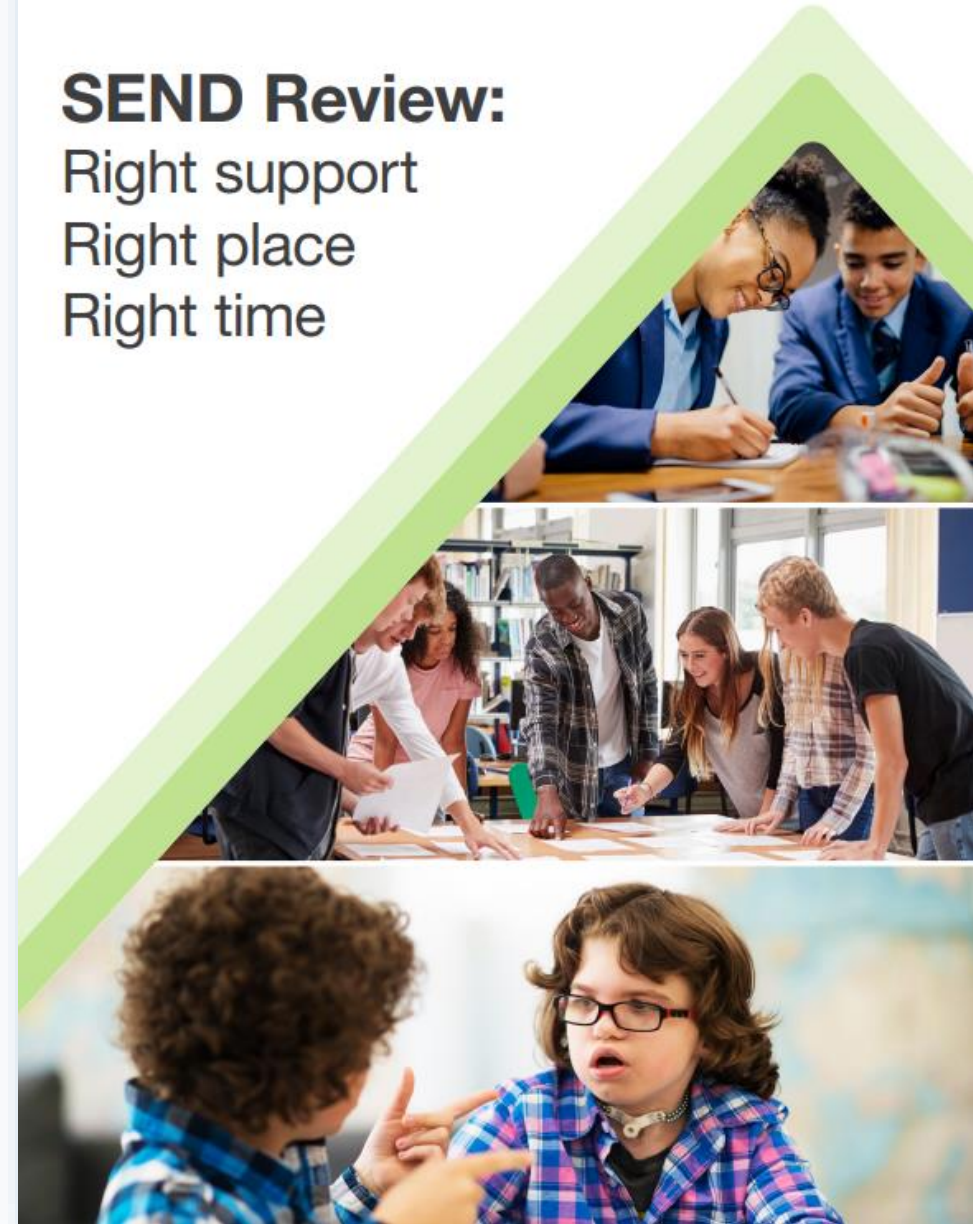
1. Improve outcomes for children and young people with SEN or in alternative provision
2. Create a more positive experience for children, young people and their families navigating the SEND system
3. Deliver value for money for children & young people with SEND and their families

SEND Review:

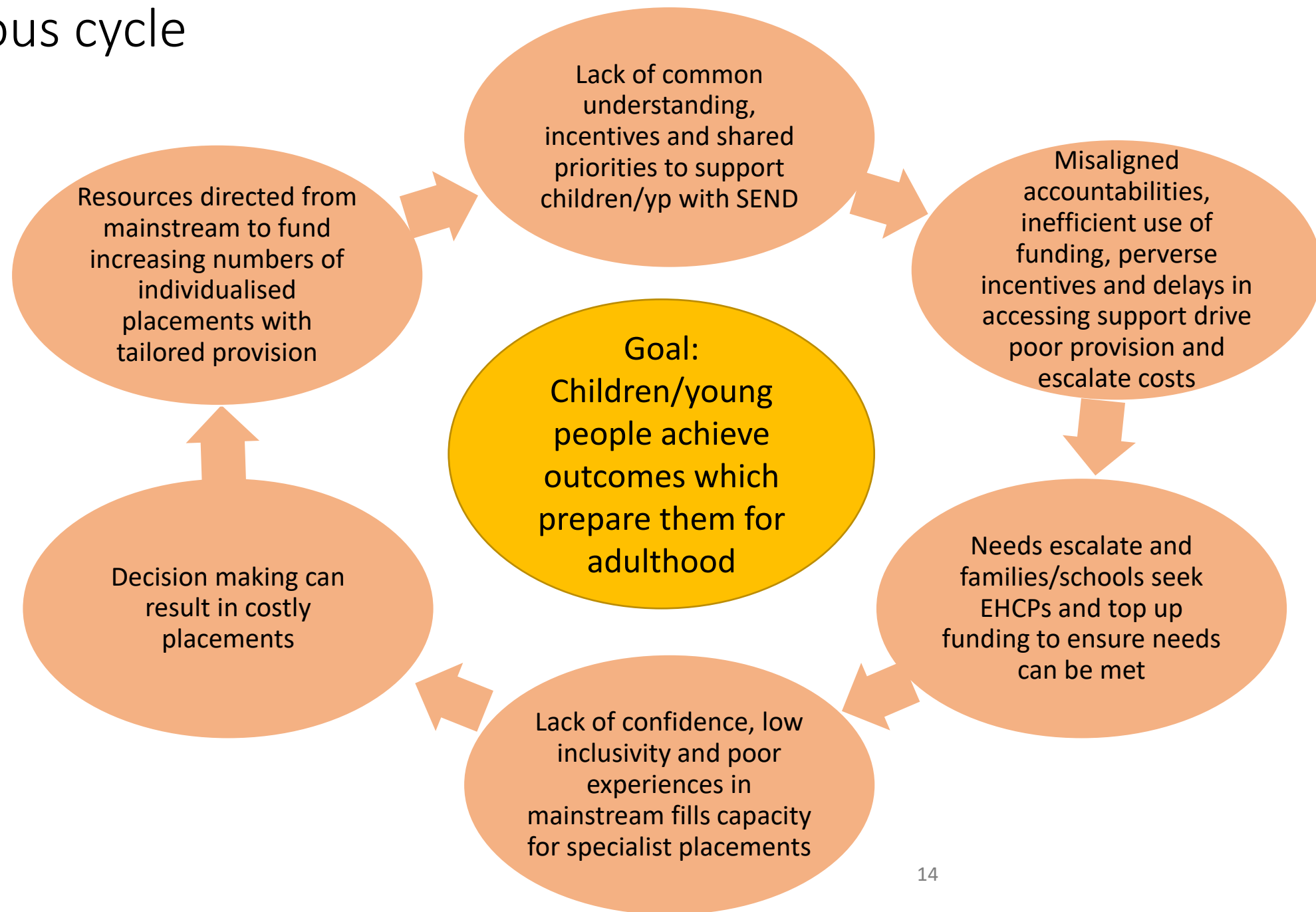
Right support

Right place

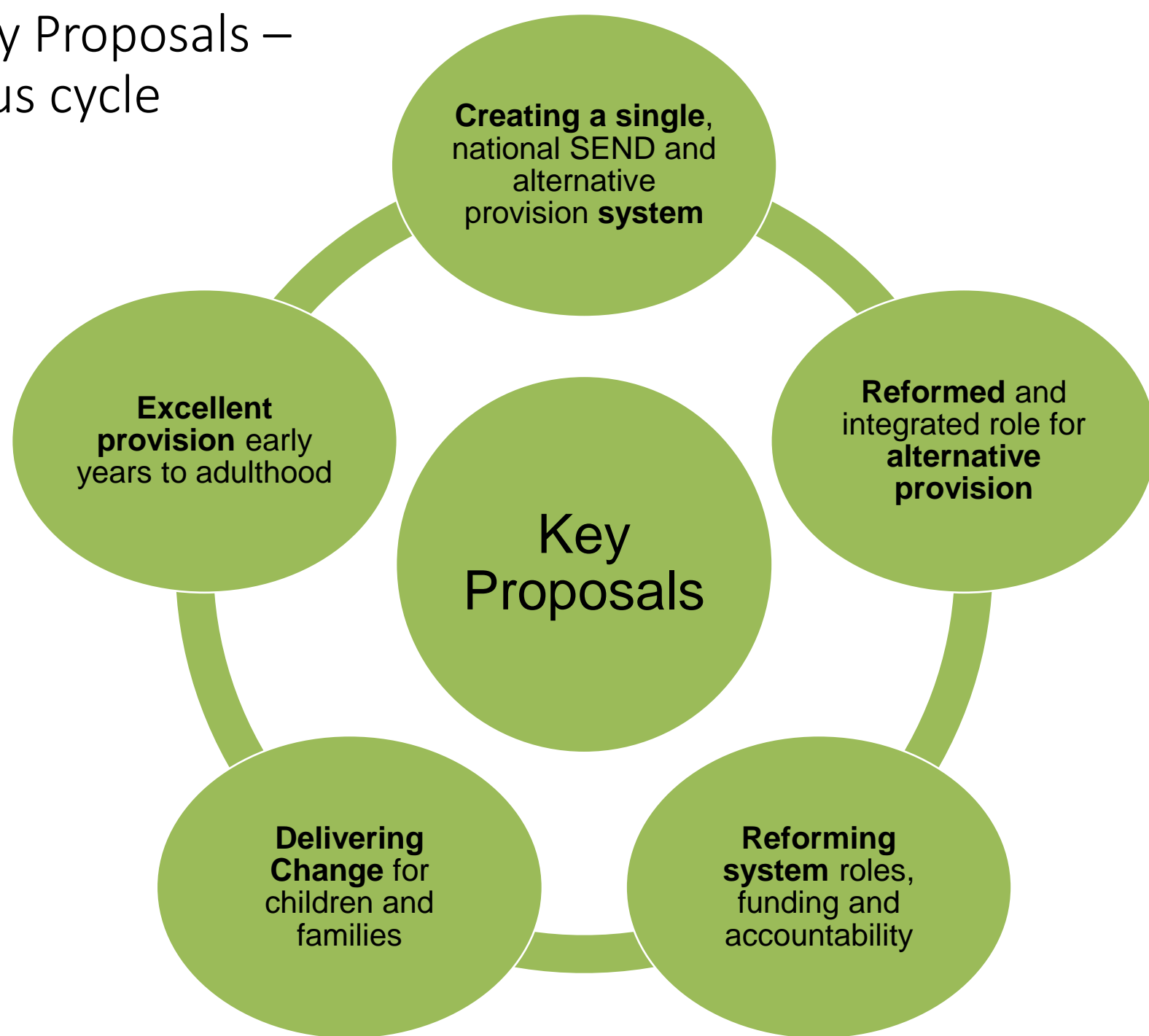
Right time



The vicious cycle



Consultation on Key Proposals – Changing the vicious cycle



A single national special educational needs and disabilities and alternative provision system

- establish a national SEND and alternative provision system with national standards for a child's journey across education, health and care
- review and update the SEND Code of Practice to reflect national standards & promote consistent systems, processes and provision
- establish local SEND partnerships of education, health, and care partners with local government to produce a local inclusion plan to meet the national standards
- Standardise and digitise Education Health and Care Plan process & plan
- support parents and carers to express an informed preference for a suitable placement from a tailored list of settings, appropriate to meet the child or young person's needs
- streamline the redress process, making it easier to resolve disputes earlier, whilst retaining tribunals for the most challenging cases

Excellent provision from
early years to adulthood

- Invest additional £1bn in 2022-23 for children and young people with complex needs as part of a £7bn increase in total investment in schools' budgets by 2024-25
- Consult on a new SENCo National Professional Qualification
- Commission analysis to better understand health needs of children and young people with SEND for better health workforce planning
- Improve mainstream provision, building on Schools White Paper
- Fund more than 10k additional respite placements by investment of £30m, with £82m to create family hubs network
- Invest £2.6bn, over next three years, to add, or improve existing provision for children and young people with SEND or who require alternative provision
- By 2030, all children will be taught by a school (special and AP included) as part of or with plans to join or form, a multi-academy trust (MAT)
- invest £18m over the next three years to build capacity in the Supported Internships Programme, and improve transitions at further education

A reformed and integrated
role for alternative
provision (AP)

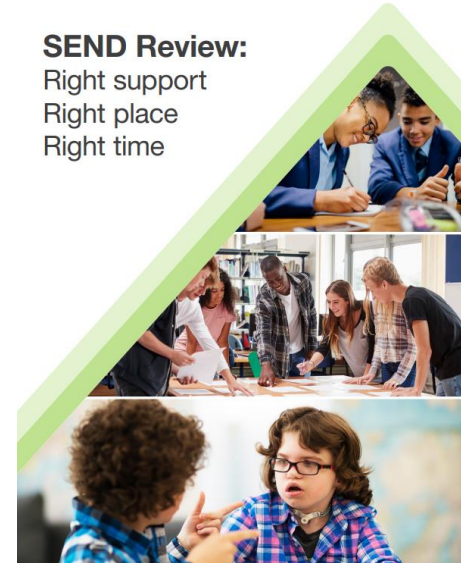
- Make alternative provision an integral part of local SEND systems by requiring the new local SEND partnerships to plan and deliver an alternative provision service focused on early intervention
- Give alternative provision schools funding stability to deliver a service focused on early intervention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

System roles, accountabilities and funding reform

- deliver clarity in roles and responsibilities for partners and being equipped to fulfil their responsibilities
- Equip the DfE's new Regions Group to hold local authorities and MATs to account for delivery, with new DfE and local government funding agreements
- Provide statutory guidance to Integrated Care Boards (ICBs) for SEND
- Introduce new inclusion dashboards for 0-25 provision at local & national level across education, health and care
- Introduce a national framework of banding and price tariffs for funding, matched to levels of need and types of provision set out in the national standards
- Deliver an updated Local Area SEND Inspection Framework with a focus on arrangements and experience for children and young people

Delivering change for children and families

- **Invest additional £300m in Safety Valve Programme**
- **Invest £85m in Delivering Better Value programme** over the next three years, to support LAs (Leicester City ✓) with the biggest deficits
- **The DfE SEND and Alternative Provision Directorate** will work with parent groups, system leaders and DHSC to develop national SEND standards
- A **£70 million SEND and Alternative Provision change programme should** both test and refine key proposals and support local systems to manage local improvement
- Publish a **national Special Educational Needs and Disabilities and alternative provision delivery plan** setting out how and by whom change will be implemented
- Establish a **new National SEND Delivery Board** to bring together 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



SEND review: Consultation - 22 questions

1. What are the key factors for **national standards**
2. Proposal for **new local SEND partnerships**
3. What factors to **enable LAs** to commission provision for high-cost need and further education, **across local authority boundaries**
4. **EHCP** components to review or amend – **standards and digitisation**
5. In EHCPs - a tailored **list of placements** appropriate for need
6. Strengthen redress through national standards and **mandatory mediation**
7. Is **SEND Tribunal** for disabled children who have been discriminated against by schools **effective**?
8. How to strengthen practice of **two-year-old progress check** and integration with the **Healthy Child Programme** review
9. New mandatory **SENCo NPQ** to replace NASENCo?
10. Strengthen **SENCo training** with HTs assured SENCo is obtaining relevant **qualification** when taking **on SENCo role** – agree/disagree?
11. Both **specialist and mixed MATs** should be allowed to coexist in the fully trust-led future so LA special schools & APs can join either MAT
12. What more can be done for **young people** with SEND to achieve **apprenticeship & traineeships**

SEND review: Consultation:

13. Will new **vision for AP** result in **improved outcomes for children/young people**?
14. How to distribute existing **funding** more effectively **to AP** schools for more early intervention and re-integration
15. Will a bespoke **AP performance framework**, based on the 5 outcomes improve the quality of AP? – effective outreach support, improved attendance, reintegration, academic attainment, with a focus on English and maths, successful post-16 transitions
16. Will a **statutory framework for pupil movements** improve oversight and transparency of placements in and out of AP?
17. What are the **key metrics** we should capture and use to measure local and national performance
18. How can we best develop a **national framework for funding bands and tariffs**?
19. How can the **National SEND Delivery Board** work most effectively with local partnerships to implement proposals?
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
21. What **support** do local systems and delivery partners need to deliver new system?
22. Anything else to say about proposals?

SEND review Consultation Next Steps

Timelines	
DfE sessions, SENDIB partnership discussion	April - June
Promoting group and individual responses in Leicester eg SENDIB, SENCOs, BMF, Leicester City Parent Carer Forum	April - June
Response collated from SENDIB members, BMF and PCF	end June
Update CMB on response consultation	Early July
Consultation submission	22 July
Consultation deadline (extended from 1 July)	22 July

Themes for Leicester	Implications
Some of the proposals and policy are already part of our 3 year Education and SEND Strategies	A phased introduction means we need to be prepared for term rollout & also be aware of any changing political direction
Shift in responsibility and statutory duties and proposed additional burdens	Impact on Dedicated Schools Grant (DSG) Funding
Understanding the Alternative Provision (AP) offer in Leicester	Impact on HNB Resource & Capacity for: System changes, Commissioning & Quality Assurance Dedicated Project Support
Inclusion Focus	Cultural change across the city Parental confidence Expectation of outcomes (non-academic, vocational qualifications) Barriers include perceived Ofsted agenda, standards, cost pressures on schools Greater leverage on underperforming MATs (eg SEND & CLA)
Traded offer on Attendance shifts to a Statutory requirement	Effective Trading with schools that support children's outcomes and maintain other services Corporate response Dedicated business support
Specialist support	Hard to recruit posts may be a challenge
New Inspection Framework of SEND Local Area	Preparing Local Area for increased levels of regulation/monitoring